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ABSTRACT

A questionnaire was administered to 657 seniors in 25 Southwestern Michigan public high schools accredited by the North Central Association (NCA) to determine student opinions regarding the accessibility of library resources in secondary school media centers. The Chi square test of significance was used to examine the relationship between six variables of senior student characteristics and 50 items of accessibility from the "1969 Standards for School Media Programs." A second survey was conducted in a series of small group interviews with 60 randomly selected respondents of the first survey to determine the reasons for their responses. General conclusions of the study include: (1) audiovisual resources were not available in adequate quantities for classroom work or recreational use; (2) status of media center users, size of the school, and academic rank have the most significant effect on seniors' opinions about the accessibility of resources; (3) non use of the media center appears to be determined by the teachers' failure to give assignments requiring use of resources; and (4) the personality of the librarian was the most important influence on the perceptions of accessibility. Recommendations for further research and study in areas of teacher education, library education, and inservice education are included. (Author/JPF)

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STUDENT ACCESS TO SCHOOL LIBRARY MEDIA CENTER RESOURCES AS VIEWED BY HIGH SCHOOL SENIORS IN SOUTHWESTERN MICHIGAN SCHOOLS ACCREDITED BY THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SCHOOLS

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BY
Marilyn Lea Miller

A dissertation submitted in partial fulfillment
of the requirement for the degree of
Doctor of Philosophy
(Library Science)
The University of Michigan
1976

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Associate Professor Helen D. Lloyd

This study is dedicated to my
mother, Merna Lea Miller, who
has always encouraged me to
reach for the next challenge.

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TABLE OF CONTENTS

DEDICATION ii

ACKNOWLEDGMENTS iii

LIST OF TABLES vi

LIST OF APPENDICES ix

CHAPTER ONE: INTRODUCTION 1

Background of Study
Statement of the Problem
Limitations
Definitions
Organization of the Paper
Summary

CHAPTER TWO: REVIEW OF THE LITERATURE 13

Introduction
Historical Perspective
Related Research
Summary

CHAPTER THREE: METHODOLOGY 24

Introduction
Objectives
Sample
Collection of Data
Preparation of the Questionnaires
Analysis of Data
Summary

CHAPTER FOUR: PRESENTATION AND ANALYSIS OF DATA FROM QUESTIONNAIRE 33

Introduction
Total Sample Survey
Significant Characteristics of Accessibility as Related to Six Variables

CHAPTER FIVE: PRESENTATION AND ANALYSIS OF FINDINGS FROM INTERVIEWS 161

Review of Methodology
Presentation of Information from Interviews
Summary

TABLE OF CONTENTS-Continued

CHAPTER SIX: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS 185

- Summary of the Design of the Study
- Major Findings
- Conclusions
- Challenges and Concerns
- Implications for Further Study and Action
- Suggestions for Further Research

APPENDIX 210

SELECTED BIBLIOGRAPHY 237

LIST OF TABLES

1. Availability of Print Media, as Viewed by Seniors from all Schools 36

2. Availability of Audiovisual Media, as Viewed by Seniors from all Schools 38

3. Availability of Staff, as Viewed by Seniors from all Schools 40

4. Availability of Library Media Center Facilities Through Regular and Extended Hours of Service, as Viewed by Seniors from all Schools 42

5. Availability of Media Center Facilities Through Scheduling, as Viewed by Seniors from all Schools . . . 44

6. Availability of Resources Through Circulation Policies Including Interfacility Loans, as Viewed by Seniors from all Schools 46

7. Availability of Media Center Facilities Through Their Location, Design and Arrangement, as Viewed by Seniors from all Schools 47

8. Availability of Resources Through Faculty Media Center Staff Planning for Use, as Viewed by Seniors from all Schools 49

9. Availability of Media, by Size of School 52

10. Availability of Staff, by Size of School 58

11. Availability of Media Center Facilities Through Regular and Extended Hours of Service and Scheduling, by Size of School 60

12. Availability of Resources Through Circulation Policies Including Interfacility Loans, by Size of School 64

13. Availability of Media Center Facilities Through Their Location, Design, and Arrangement, by Size of School 66

14. Availability of Resources Through Faculty-Media Center Staff Planning for Use, by Size of School 69

15. Availability of Media, by Sex of Respondents 72

16. Availability of Resources (Except Media) by Sex of Respondents 76

LIST OF TABLES—Continued

17. Availability of Media, by Academic Rank 81

18. Availability of Staff, by Academic Rank 84

19. Availability of Media Center Facilities Through Regular and Extended Hours of Service and Scheduling, by Academic Rank 85

20. Availability of Resources Through Circulation Policies, by Academic Rank 90

21. Availability of Media Center Facilities Through Their Location, Design and Arrangement, by Academic Rank 92

22. Availability of Resources Through Faculty Media Center Staff Planning for Use, by Academic Rank 94

23. Availability of Media, by User Status 99

24. Availability of Staff, by User Status 105

25. Availability of Library Media Center Facilities Through Regular and Extended Hours of Service, by User Status 108

26. Availability of Resources Through Circulation Policies Including Interfacility Loans, by User Status 110

27. Availability of Resources Through Circulation Policies Including Interfacility Loans, by User Status 112

28. Availability of Media Center Facilities Through Their Location, Design, and Arrangement, by User Status 115

29. Availability of Resources Through Faculty-Media Center Staff Planning for Use, by User Status 117

30. Availability of Media, by Elementary Media Center Experience 121

31. Availability of Staff, by Elementary Media Center Experience 125

32. Availability of Media Center Facilities Through Regular and Extended Hours of Service, by Elementary Media Center Experience 126

LIST OF TABLES--Continued

33. Flexibility and Ease of Circulation and Loan Policies, by Elementary Media Center Experience 127

34. Availability of Media Center Facilities Through Their Location, Design, and Arrangement, by Elementary Media Center Experience 129

35. Availability of Media Center Facilities Through Scheduling, by Elementary Media Center Experience 131

36. Availability of Media, by Junior High Media Center Experience 134

37. Availability of Staff, by Junior High Media Center Experience 138

38. Availability of Media Center Facilities Through Regular and Extended Hours of Service, by Junior High Media Center Experience 139

39. Flexibility and Ease of Circulation and Loan Policies, by Junior High Media Center Experience 141

40. Availability of Media Center Facilities Through Location, Design and Arrangement, by Junior High Media Center Experience 142

41. Availability of Media Center Facilities Through Scheduling, by Junior High School Media Center Experience 145

42. Availability of Media, by Post High School Plans 148

43. Availability of Media Center Facilities Through Regular and Extended Hours of Service, by Post High School Plans 152

44. Availability of Staff, by Post High School Plans 153

45. Availability of Resources Through Faculty-Media Center Staff Planning for Use, by Post High School Plans 156

LIST OF APPENDICES

1. Phase One Questionnaire"Accessibility of Resources" 210

2. Small-Group Interview Instrument 220

3. Letters and Abstract Sent to Principals 223

4. Letter to Principals from Chairman, Michigan State Committee, North Central Association of Colleges and Schools 232

5. Thank You Letters to Principals 234

CHAPTER ONE

INTRODUCTION

Background of the Study

For even a minimal media program of services to develop within a school, there must be individual and group access to materials, personnel, and facilities. As Witt stated:

> If we are to have high quality education appropriate to the times in which we live, teachers and pupils must make proper and effective use of a wide variety of materials and other resources. Clearly, this means that teachers must be motivated and prepared to use all tools of instruction; teachers and pupils must have access to and use widely all media of communication; print, graphic and pictorial representation, recorded auditory and visual images, and the like.[1]

A study by Aquino supports the philosophy of accessibility for full use. Administering a "New Media Attitude Scale" to forty educators enrolled in a graduate course entitled "Audiovisual Education," he found:

> The population was not concerned about the amounts of audiovisual equipment their schools owned, so long as that equipment was accessible when it was needed. On the other hand, the population attached great significance to the amount of audiovisual materials their schools owned as well as to the accessibility of such materials...the population was interested in audiovisual equipment only to the extent that it fitted their intended utilization plans, but they wanted materials to be available in quantities that permit browsing, previewing, and planning and also to be highly accessible for classroom use.[2]

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[1] Paul F. Witt, "Pre-service Education of Teachers in the Selection and Use of All Types of Instructional Materials with Implications for the School Library," in U.S., Department of Health, Education, and Welfare, The School Library as a Materials Center (Washington, D.C.: Government Printing Office, 1963), p. 41.

[2] Charles C. Aquino, "Teacher Attitudes Toward Audiovisual Instruction as They are Influenced by Selected Factors Within Teaching Environments," A-V Communication Review 18 (Summer 1970): 192.

Having a good collection of resources, or media, and a media center available several hours a day does not assure genuine and complete access to those resources for students. According to Gaver, accessibility means "the extent to which materials of educational significance are easy to use."[1] The 1960 Standards for School Library Programs succinctly notes that "merely stocking schools with materials is not enough. There must be arrangements that make these materials easily accessible and insure their optimum use."[2] That same document emphasizes later that "students become discouraged when they cannot obtain materials easily for their classroom needs or in their independent seeking for knowledge and for esthetic experiences."[3] The concept of access, then, is one that includes the availability of materials, personnel, and facilities, as well as ease of use of all resources and the policies of arrangements which make them available.

The literature of school librarianship provides many descriptions of all aspects of accessibility to library media and services. For instance, the 1969 Standards for School Media Programs[4] (henceforth called The 1969 Standards) defines and characterizes accessibility in terms of (1) availability of resources; (2) availability of staff; (3) availability of library media center facilities through regular and extended hours of service; (4) flexibility and ease of circulation and loan policies for total school and home use; (5) availability of media center facilities through their location, design, and arrangement; (6) availability of newer technology for the projection of materials; (7) availability of interfacility loans; and (8) availability of flexible or open scheduling during the school day.

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[1] Mary Virginia Gaver, Services of Secondary School Media Centers: Evaluation and Development (Chicago: American Library Association, 1971), p. 5.

[2] American Library Association, American Association of School Librarians, Standards for School Library Programs (Chicago: American Library Association, 1960), p. 4.

[3] Ibid., p. 76.

[4] American Library Association and National Education Association, Standards for School Media Programs (Chicago: American Library Association, 1969), pp. 22-25.

The literature further clarifies and expands the descriptions of accessibility to include (1) cooperative planning between teachers and media specialists for student use of resources; (2) the structure of teaching schedules; (3) the organization and arrangement of materials; (4) the availability of reserve collections, duplicate copies, paperbacks, and photoduplication services; (5) program publicity; and (6) the orientation and instruction of both teachers and students for complete school use of resources in the center, the classroom, or in departmental resource centers as determined by school policy.

The importance of a study of student access to all media resources and facilities can not be overestimated. If students do not have complete access, their rights to an adequate education and their developmental need for information will be thwarted. This point of view is well-supported in three major professional philosophical statements.

The 1975 national guidelines for media program development, Media Programs: District and School[1], states: "access to a variety of materials gives the user opportunity to grow in ability to make choices, compare ideas, and discover new interests." Furthermore, this document affirms, "the media program provides opportunities for the student to learn how to make self-directed searches for knowledge."[1] The Students' Right To Read[2] extends the philosophy by expressing the need for access in yet another direction. The right-to-read philosophy expressed in this document is based on a belief in the right to be selective of materials, to make a choice---to be able to make a choice because the materials needed by the student are there. "The School Library Bill of Rights"[3] affirms that the prime responsibility of the media center is to "provide a comprehensive collection of instructional materials selected in compliance with basic written selection principles, and to provide maximum accessibility to these materials."

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[1] American Library Association, American Association of School Librarians and Association for Educational Communications and Technology, Media Programs: District and School (Chicago: American Library Association, 1975), p. 48. (henceforth called Media Programs)

Statement of the Problem

The 1969 Standards reflects the philosophy that a rich collection of a variety of resources should be available in each school building to meet the needs of various curricular areas and to provide for diverse learning skills as well as all levels and types of abilities. This document states specifically that resources should be available in the school media center so that "the students in our schools are challenged to a dynamic participation in a free, exciting, and enriched life."[1] Statements by other professional organizations such as the Council of Chief State School Officers and accrediting associations such as the North Central Association of Colleges and Schools support this philosophy--that a rich, varied, and well-selected collection of resources is essential for a contemporary instructional program.

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[1] Ibid.

[2] National Council of Teachers of English, The Students' Right to Read (Urbana, Ill.: National Council of Teachers of English, 1972).

[3] American Association of School Librarians, "School Library Bill of Rights for School Media Programs," Chicago, 1970. (Mimeographed.)

The United States Government also has supported this philosophy. Title II of the Elementary-Secondary Education Act of 1965 recognized that:

> Teaching and learning today depend upon effective library materials, high quality up-to-date textbooks and a variety of other instructional materials. It (Title II) is designed to help improve the quality of instruction in the nation's schools by providing funds to states for school library resources, textbooks, and other printed and published instructional materials for use by children and teachers...[2]

Many school media specialists are currently concerned that high school students are not making wide use of resources. Four regional studies completed in the sixties related to student use of resources and libraries. Those studies done by Martin,[3] Squire,[4] Nelson Associates,[5] and Benford,[1] support empirical evidence gathered from practitioners.

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[1] American Library Association, *Standards for School Media Programs*, p. 2.

[2] U.S., Office of Education, *Profile of the Elementary and Secondary Education Act of 1965* (Washington D.C.: Government Printing Office, 1967), p. 7.

[3] Lowell A. Martin, *Students and the Pratt Library: Challenge and Opportunity*, No. 1 in the Deiches Fund Studies of Public Library Service (Baltimore: Enoch Pratt Free Library, 1963).

[4] J. R. Squire et al., "Student Reading and the High School Library." *School Libraries* 16 (Summer 1967): 11-19.

[5] Nelson Associates, Inc., *Library Service in the Yakima Valley and Adjacent Regions*: A Survey with Recommendations (New York: Nelson Associates, Inc., 1967).

The concensus of these studies and opinions of student use of libraries is that high school students (1) do use an impressive number of books; (2) do use a variety of sources for obtaining books; but (3) do not use the school library or school media center as the major supplier of either their school assigned reading or their leisure reading. Benford found, in fact, that as students advanced through school, their use of the school media center diminished. He reported the:

> ...startling change in attitude toward school libraries and public libraries which often takes place between the fourth and 12th grades. This change in attitude toward libraries is frequently paralleled by a decrease in interest in reading for pleasure. And, not surprisingly, it is also accompanied by a drop-off in use of libraries as the student moves up through the educational organization. While only one percent of Philadelphia's fourth graders did not visit a library during the first two months of school preceding the survey, almost 16 percent of the 12th graders failed to visit a school or public library, even once during this period.[2]

Thus, although professional educational leaders declare that implementation of a modern curriculum and teaching methodology demands the support of a large, diverse materials collection, the evidence continues to mount that students are not making extensive use of the materials.

In attempting to construct a rationale for student nonuse of school media centers, it is possible to identify many possible variables: (1) true accessibility of resources and facilities does not exist; (2) the collection is not large enough; (3) the collection is not relevant; (4) teaching methodology and motivation of teachers are not supportive of widespread use of materials; (5) the attitude and personality of media specialist/staff are not encouraging to students; and (6) student attitude toward reading is poor.

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[1] John Q. Benford, "The Philadelphia Project," Library Journal 96 (June 1971): 2041-2047.

[2] Ibid., p. 2041.

Of these variables, accessibility of resources is essential for the fullest and richest use of the school media center. As a 1967 report to the National Advisory Commission of Libraries states, "School libraries affect their own importance to the educational function of the school by promoting a policy that makes more and better materials easily accessible to all students."[1]

Since school media centers are organized, managed, programmed, and supported for use by teachers and students, it follows then that the students should be able to evaluate whether media centers and their resources are accessible. Thus, this investigation was designed to study the perceptions of high school seniors regarding the accessibility of resources in their school media centers in Southwestern Michigan.

Data from this study should assist in providing answers to the following questions:

1. Do high school seniors think that resources in school media centers are accessible?

2. What characteristics of accessibility have the most impact on student use of school media centers?

3. What are current students' attitudes toward all types of libraries, librarians, and library service?

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[1] Nelson Associates, Inc., School Libraries in the United States. A report prepared for the National Advisory Commission on Libraries (New York: Nelson Associates, Inc., 1967), p. 7.

4. Should student opinion be sought in planning media programs and services?

5. Does the availability of school media centers or school libraries throughout the years of school attendance affect student attitudes toward libraries, librarians, and library services?

6. Does school size, sex of student, or immediate post high school plans affect student attitudes toward the accessibility of resources?

7. Does frequency of use of the school media center affect student attitudes toward accessibility of resources?

8. How should library schools and schools of education change their curricula to attempt to improve the competence of media programming and use by teachers and school media professionals?

Need for Study

Little research has been devoted specifically to the status of accessibility of resources in school media centers. However, for the past decade the school library profession has been recommending such research. In 1961, the American Association of School Librarians' "School Library Development Project" issued the findings of a study group on "The Role of Research in School Library Development". One of the areas identified for study and investigation was "Influence of various factors--such as accessibility--on the utilization of library service."[1] In 1967, Woodworth reported in her study of research needs in school librarianship that practitioners and leaders in the field rated accessibility as fourth in priority for study.[2]

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[1] American Association of School Librarians, School Library Development Project, "Research Needs of the School Library Program," Chicago, 1961, p. 1. (Mimeographed.)

[2] Mary Woodworth, "School Librarians' Opinions on Research and Research Needs in School Librarianship" (Ph.D. dissertation, University of Wisconsin, 1967), p. 124.

The present emphasis on evaluation and accountability of educational programs is extending to every aspect of the school program which touches or influences the teaching program. Media Programs[1] recommends specifically that the school media program "evaluate such concerns as: (1) extent of the school population it reaches; and (2) level of participation by teachers and students". The document also notes that "evaluations of experiences and assessments of materials and processes by students and teachers are integral parts of the school media program." Obviously, student opinion should be one of the components of an accountability model.

This study of student opinions of the accessibility of school library media center resources should be helpful in providing information for evaluating school media programs. Exploration of the reasons given by students for their perceptions, opinions, and attitudes about the accessibility of media and other resources could help identify viable improvements of patterns of accessibility to resources.

Assumptions

Underlying this study, the following assumptions are held:

1. Students can contribute mature evaluations of the school programs provided for them by adults

2. Schools need to evaluate the actual accessibility of resources provided to enrich individual growth and development and to enrich the curriculum

3. School media specialists may not regularly seek opinions, advice, and evaluation through formal surveys of the school communities they serve

4. The accreditation process may not always provide leadership for the development of the qualitative aspects of

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[1] American Library Association, Media Programs, pp. 60-61.

school media programs

5. The population of the seven-county data base from which the sample for this study is drawn is normally distributed

6. Because the educational, economic, social, and demographic characteristics of the seven counties chosen for this study are not unlike those areas elsewhere in the United States where the writer has also visited schools, the findings of the study are considered to be generalizable to the State of Michigan and the rest of the United States

Limitations

The following are recognized as limitations of this study:

1. This study was limited to 665 seniors enrolled during the 1973-74 school year in twenty-five Southwestern Michigan public high schools accredited by the North Central Association of Colleges and Schools (NCA)

2. No qualitative or quantitative data about the twenty-five school library media centers were solicited or investigated

3. No opinions of accessibility of resources were sought from administrators, teachers, or school library media specialists

Definitions

Accessibility: The availability of resources and facilities, ease of use of these resources, and arrangements to make those resources available.

Media: "Printed and audiovisual forms of communication and their accompanying technology"[1] (also includes such forms as art prints, kits, models, and sculpture).

Media Specialist: "An individual who has broad professional preparation in librarianship and educational media. If he is responsible for instructional decisions he meets requirements for teaching."[1]

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[1] American Library Association, Standards for School Media Programs, p. xv.

Media Staff: "The personnel who carry on the activities of a media center program.[2]

Program: "The true concept of a school library means instructions, service, and activity throughout the school rather than merely within the four walls of the library quarters."[3]

Resources: A synonym for media including human resources: media staff, speakers, specialists, etc.

School Media Center: A learning center in a school where a complete range of print and nonprint resources, necessary equipment, and services from media specialists is organized for accessibility to students and teachers throughout the school building.

Organization of the Paper

Chapter I includes an introduction, a statement of the problem, an explanation of the need for the study, assumptions held during the study, recognized limitations of the study, and definitions of terms. Chapter II is a review of related research,while Chapter III is a description of the design of the study. Data are presented and analyzed in Chapter IV, and summaries of the small-group interviews with students are reported in Chapter V. Chapter VI contains a summary, findings, conclusions, and recommendations for the professions of librarianship, library and teacher education and future research.

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[1] Ibid.

[2] Ibid.

[3] American Library Association, Standards for School Library Programs, p. 14-15.

Summary

It is evident that much money, time, and attention has been expended on secondary school media centers. Advocates of quality education and intellectual freedom stress the importance of access to information for the young. There is concern, however, about the lack of wide use of secondary school media centers. In the light of such concern there is a need for a study of student opinion of the accessibility of school media resources. Such a study would provide information necessary for evaluating school media programs and identifying barriers to accessibility of resources.

CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

The purpose of this study was to examine student perceptions of the accessibility of their school library resources. Nine characteristics of accessibility were determined from *The 1969 Standards* and the general literature. These are specifically stated in Chapter III.

Access to information and research related to the topic was gained mainly through an on-line computer search of the Educational Resources Information Center (ERIC) via the Lockheed Data Base, a search of the index of *Dissertation Abstract International*, and the general professional literature indexes.

No research studies dealing specifically with student views of accessibility broadly defined as in this study were located. However, a variety of research studies, special monographs and serials containing results of research studies, as well as statements of national criteria and standards for developing school media programs were identified as bearing on certain aspects of accessibility. The related literature reported here contains few references from general professional journals.

Historical Perspective

The present characterization of accessibility defined in terms of the availability of collection, staff, facilities, and programs to make them available can be traced through several documents which have had a major impact on the development of a national philosophy of the role and function of the school media center.

In her study of the preconditional factors determining the reading of young people, Henne[1] made the point that the degree of the availability and accessibility of materials is a significant preconditional factor. In appraising the factors affecting the degree of accessibility of materials within the school, Henne developed the philosophy that accessibility depends on such conditional factors as availability of materials, their nature and extent, types of materials provided, location of materials, or the extent to which materials can be obtained from the facilities organized for the distribution of materials, time that students have to use the library, availability of staff, "cooperative measures by which books can be sent to schools for certain periods", and "instruction in the use of media of communication".[2]

School Libraries for Today and Tomorrow,[3] the first national statement of comprehensive standards for school library development published by the American Library Association, cited staff, services, collection, and arrangements as essential for "the most important function of the library in the school--the work with teachers and students."

Fifteen years later, Standards for School Library Programs[4] further described the importance of a broad interpretation of accessibility and listed the basic principles that make materials accessible in the school: school library policies and services that make materials easily accessible; organization of materials; and school library quarters.

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[1] Frances Henne, "Preconditional Factors Affecting the Reading of Young People" (Ph.D. dissertation, University of Chicago, 1949).

[2] Ibid., pp. 107-146.

[3] American Library Association, School Libraries for Today and Tomorrow, Prepared by the Committees on Post-War Planning of the A.L.A., Division of Libraries for Children and Young People and Its Section The American Association of School Librarians (Chicago: American Library Association, 1945), p. 9.

[4] American Library Association, Standards for School Library Programs, p. 87.

Nearly a decade later, two national organizations, the American Association of School Librarians and the Association for Educational Communications and Technology, published a set of standards relating to school media program development. This document, Standards for School Media Programs,[1] set forth guidelines for print and audiovisual programs which could lead to coordination and the integration of the media program into the school curriculum. School media program designers were still urged to consider that accessibility of materials provided for optimum use, and eight specific characteristics of accessibility were identified as guidelines.

In 1975, a second major document, the previously referred to Media Programs,[2] relating to the development of school media center programs was published by the same two organizations. Although this latest publication does not list characteristics or principles of accessibility, the goal of this national philosophical statement is to provide guidelines for implementation of a program planning process which in effect assures user accessibility to media.

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[1] American Library Association, Standards for School Media Programs, pp. 22-25.

[2] American Library Association, Media Programs.

Related Research

Since the 1960's there has been a growing concern with student use of all types of libraries, the quality and pertinence of school library collections, and identification of those factors which increase student use of libraries. In 1960, Ducat[1] studied 2266 students and 108 teachers in three, co-educational, parochial, secondary schools in the Middle West as to their use of and attitudes toward libraries. Ten of her major conclusions are pertinent to the findings of the present study.

> 1. The contribution of the school library to the program of the school was conditioned to a great extent by the importance teachers assigned to materials in achieving the teaching objectives of their courses.
>
> 2. Many of the teachers were unfamiliar with the general school library collection, and apparently lacked interest in its development. These characteristics seemingly affected the motivation of students to use library resources.
>
> 3. Assignments for the most part did not motivate students to use library resources to any great extent. Classroom instruction was largely textbook centered.
>
> 4. Students did not, as a rule, associate the school library with any concept of leisure reading.
>
> 5. Only a small percentage of the total enrollment made regular and frequent visits. Less than one-half of the students used the school library each week. Approximately three-fourths used the library in the course of a month; and an estimated one-fifth never or rarely used it during a year. Approximately one-fourth of the users made only one visit of from five to fifteen minutes each week.
>
> 6. Students did not use the school library chiefly because they had "no need to use it" (i.e., its use was apparently not necessary for assignments) and because they lacked time to do so.
>
> 7. A greater proportion of the better students (academically,

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[1] Ducat, O.P. and Sister Mary Peter Claver, "Student and Faculty Use of the Library in Three Secondary Schools" (D.L.S. dissertation, Columbia University, 1960).

intellectually, and with regard to the mastery of reading skills) and of the students in the upper classes made use of the school library. These better students used a wider variety of library materials, used the television and radio to a greater extent, read more, and used a wider variety of library sources for their needs than did students of lesser ability.

8. The students of lesser ability who used library resources were almost completely dependent upon school library facilities.

9. Patterns of library use between boys and girls differed in several ways: boys made more visits and spent a longer period of time in the library but girls used library materials to a greater extent and did so for academic reasons; more girls than boys read for pleasure, but more boys than girls used television.

10. Most students used the public library as a complement to the school library, but about one-fifth of the students used it as a substitute for the school library.

Ducat also commented that:

> ...no evidence was presented which indicated a liasion between the public library and the school library in meeting the needs of students either through a cooperative program of services or through the sharing of information regarding the needs of students.[1]

Ten years later, Hsu[2] completed a research report on the opinions and attitudes of students in three high schools in one city toward the school library. Many of her findings were pertinent not only to Ducat's study but to the present one as well. Hsu found from her survey of nearly all the students in the three schools that (1) the contribution of the school library to the school program was conditioned by the importance accorded to its resources by teachers and students; (2) for the most part class assignments motivated students to use the school library; (3) students appeared to associate the school library with the concept of leisure reading; (4) more than three-fifths of the sample made regular and frequent visits to the school library; (5) less than 9 percent of the student population frequently visited the school library to use audiovisual materials; (6) factors which contribute to the use of other libraries are (a) more adequate and superior collections, (b) more suitable hours of library service, (c) fewer restrictions and controls, and (d) status is attached to the use of college/university libraries, in particular; (7) a good percentage of students found the formal and informal library instruction program helpful and profitable to enable them to use the library effectively; and (8) student attitudes toward their school library program and school librarian appeared to be good, but their expressed viewpoints revealed a desire for better library service.[1]

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[1] Ibid., p. 139.

[2] Oon Bee Hsu, "The Image of the School Library as Reflected in the Opinions and Student Use of the Library in Selected Secondary Schools" (Ed.S. research study, The University of Michigan, 1970).

In 1963, the Conference within a Conference held during the annual American Library Association Conference produced a collection of background papers: Student Use of Libraries, An Inquiry into the Needs of Students, Libraries, and the Educational Process.[2] These papers attempted to define, characterize, and assess the major dimensions of student needs for materials and the avenues open to the library profession in its attempts to meet these needs. Included in the papers were presentations on assessing availability and accessibility of resources, technological assistance for increasing resources availability, and staffing library services to meet student needs.

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[1] Ibid., pp. 81-83.

[2] American Library Association, Student Use of Libraries: An Inquiry into the Needs of Students, Libraries, and the Educational Process (Chicago: American Library Association, 1964).

In 1963, Spaulding[1] studied the effect of scheduling on library use in one high school. She found that (1) students earning higher grades and having higher I.Q.'s used the library more before and after school; (2) the library apparently functioned differently at different times of day; (3) girls checked out more materials than boys did, thus used the library differently from boys; and (4) opportunities that a student has to come to the library are only one of a number of influences on the accessibility of a school library.

Spaulding also noted that "The school library is, in theory, one of the most accessible sources of reading for the student and one of the best places for the poorly motivated student to begin. In practice, however, the library is not always so accessible."[2]

In the first of two studies[3] identifying school library services, Gaver and Jones[4] listed 110 services as a result of the study of the literature of library work with young people. All identified services relate directly or indirectly to the problem of providing or promoting student access to materials.

A thorough examination of the concept, characteristics, and status of student access to school library resources in secondary schools in the United States as described in published information in books and periodical articles was completed by McGrath.[1] The resulting paper was an extensive study that identified and described barriers to access in terms of hours of library service, school barriers, including school policy and school organization for teaching, and curriculum development, scheduling, study periods, and study halls, and the inadequacies of library space and facilities.

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[1] Ellen Spaulding, "A Descriptive Study of the Students Using a High School Library" (Master thesis, the University of Chicago, 1963), p. 130.

[2] Ibid., p. 6.

[3] See discussion on p. 22.

[4] Mary V. Gaver and Milbrey L. Jones, "Secondary Library Services: A Search for Essentials" Teachers College Record 58 (December 1966): 200-210.

In a report prepared for the National Advisory Commission on Libraries, Nelson Associates[2] assessed the recent history, current status, and trends of school library development. The report also attempted to outline alternative approaches to the solution of major problems identified as having an impact on school library development. A chapter on student access and use of school library resources was included.

Nelson Associates[3] also completed a study of cooperative service possibilities among libraries in Washington state's Yakima Valley. Student surveys revealed that eleventh and twelfth graders in Valley schools believed school libraries should have had more duplicate copies of assigned readings and maintained a better collection, kept the library open longer hours, and provided more seating. Students identified the best features of their school libraries as "a good place to study", "convenient location", and "helpful staff", in that order.[1]

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[1] Lawrence H. McGrath, "Student Access to Libraries and Library Resources in Secondary Schools" Occasional Papers, No. 97, December, 1969 (Urbana, Ill.: University of Illinois Graduate School of Library Science, 1969).

[2] Nelson Associates, School Libraries in the United States.

[3] Nelson Associates, Inc., Library Service in the Yakima Valley and Adjacent Regions: A Survey with Recommendations (New York: Nelson Associates, Inc., 1967), p. 34.

A Colorado survey of the attitudes, opinions, and behavior of secondary school and college students regarding library services established that 80 percent of the high school students used the school library once a month or more.[2] Those who used the library mentioned as the most important reasons for their use: reference or research, browsing and leisure, and work atmosphere. Those who did not use the library gave as their reasons lack of materials that were current, of interest, or adequate for studies, little adult assistance, clashes with library personnel, overcrowding, and regimentation.[3] All surveyed indicated helpful personnel as the most important characteristic of good library service and breadth of collection as second in importance. Mentioned less often were convenience of hours, simple procedures, and physical surroundings. Ease of access was mentioned even less often.

Gaver,[4] in her second study of school library services, investigated the nature and variety of the services offered in school library media centers. She identified accessibility of activities and services to all students and teachers in the school as one of the five characteristics of a program of services. Her definition of accessibility was the basis for the description of accessibility used in this study.

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[1] Ibid., p. 31.

[2] Secondary School and College Student Summary. Vol. 2 of a survey of the Attitudes, Opinions and Behavior of Citizens of Colorado with Regard to Library Services. Prepared for Colorado State Library (Denver, Colo.: Colorado Market Research Services, Inc., 1974).

[3] Ibid., pp. 7-9.

[4] Gaver, Services of Secondary School Media Centers.

A few studies have underscored the importance of the teacher as a factor in making materials accessible once they are available. El-Hagrasy[1] found positive relationships between teachers' reading habits and library backgrounds and elementary pupils' (1) motivation, (2) kind of reading done, and (3) library skills ability.

In an experimental study, Blazek[2] found a relationship between the use of non-required library materials by the teacher in his teaching routine and the use of these materials by the pupils. He also found that relative inaccessibility to the school media center does not serve as a deterrent to its use by pupils who are motivated by an influential teacher. Blazek supports the belief that the use of the media center by pupils can be analyzed through a study of teacher characteristics as well as through a study of pupil characteristics.

Summary

A broad definition of accessibility has been evident in the literature of school librarianship since 1945. Since 1960, a growing concern with student use of all types of libraries also has been evident in the literature. Serious studies have focussed on certain aspects of accessibility such as student use of school libraries, student preference for libraries, the impact of scheduling on student use of school libraries, and the effect of teacher use and promotion of materials on student use. In addition, comprehensive checklists of services to promote accessibility have been developed. No study has been done prior to this one which asked high school seniors their opinions of the accessibility of staff, resources, and program to make resources available and which subsequently explored the findings with the students.

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[1] Saad Mohammed El-Hagrasy, "The Teacher's Role in Library Service; an Investigation and Its Devices" (Ph.D. dissertation, Rutgers University, 1961), p. 116.

[2] Donald David Blazek, Influencing Students Toward Media Center Use: An Experimental Investigation in Mathematics. ALA Studies in Librarianship No. 5 (Chicago: American Library Association, 1975).

CHAPTER THREE

METHODOLOGY

Introduction

The sections in this chapter are presented and discussed in the following order: (1) objectives, (2) sample, (3) collection of data, (4) preparation of the questionnaires, and (5) data analysis.

Objectives

The principal intent of this study was to seek opinions about the accessibility of school library media resources in secondary schools from a selected group of media center users. Principal objectives of the study were:

1. to determine high school seniors' opinions about the accessibility of school media resources in Michigan high schools accredited by the North Central Association of Colleges and Schools;

2. to explore in depth the reasons given by students for their opinions, and attitudes toward the accessibility of resources;

3. to identify viable suggestions made by seniors for the improvement of patterns of accessibility to resources in school media centers;

4. to identify the characteristics of accessibility deemed of most significance by seniors;

5. to determine whether size of school affects seniors' opinions of the accessibility of resources;

6. to determine if seniors' opinions about the accessibility of resources are affected by (1) student academic rank, (2) sex of respondent, (3) immediate post high school plans, (4) experience with centralized school media centers prior to attending high school, (5) status as media center user.

Seven counties were selected from the 17 counties designated by the State Board of Education as Western Michigan University's service area. Schools in this area reflect a wide range of social, economic, and geographic conditions. Environments which could be described as middle-class city, inner city, affluent suburb, rural, industrial, and resort are reflected in the sample. It was hoped that findings of the study could have immediate use in preservice and inservice curriculum development at Western Michigan University both in the School of Librarianship and in the continuing development of cooperative programs between the School of Librarianship and the College of Education.

The particular seven counties were selected as the most populous and the closest to Kalamazoo County, the location of Western Michigan University. The latter consideration was important because of time and expense involved, since all questionnaires were to be administered by the investigator or an assistant. Follow-up visits were planned to conduct the interviews for the second part of the study. The study was concentrated in NCA schools since it could then be assumed that any individual school accredited by this agency would meet certain minimum quantitative standards in the areas of media personnel, quarters, and collection.

Since one of the questions in the study explores the relationship between the size of school and student opinions of accessibility, the 55 schools were divided into three groups on the basis of the size of the 1972-73 graduating class. Group I represented small schools whose senior class enrollments ranged from 1-186; Group II represented medium-sized schools with senior enrollments ranging from 187-368; and Group III represented large high schools and included senior enrollments ranging from 369-555.

Sample

The sampling frame for this study included 55 public high schools, representing approximately 13,000 seniors, accredited by the North Central Association of Colleges and Schools in the Southwestern Michigan counties of Allegan, Berrien, Calhoun, Kalamazoo, Kent, Ottawa, and Van Buren. Accredited schools were identified from the 1973-74 edition of Michigan Accredited Schools.[1]

A weighted, stratified list was compiled by listing each school once for every 75 students enrolled (a 100 enrollment figure was used for the Group III schools). From this list, a random sample was drawn by using a table of random numbers. Ten units of 24 students each were selected for a total of 240 students in each strata. Although only 600 students were needed for a representative sample, 720 were selected by this procedure to account for any contingencies that might arise in administration of the questionnaire. Eight schools were presented in Group I; nine in Group II; and eight in Group III.

Collection of Data

Data for this study were gathered by two surveys conducted during the 1973-74 school year. The principal survey was a questionnaire administered to 665 seniors in 25 Southwestern Michigan public high schools accredited by NCA. This first survey obtained information about high school seniors' opinions of the accessibility of school library media center resources in their schools through a questionnaire. (See Appendix 1) The second survey consisted of a series of small-group interviews conducted by the researcher with 60 of the seniors who participated in the first one. (See Appendix 2 for interview schedule) The students were randomly selected for the interviews from those who filled out the first questionnaire in 12 of the 25 schools.

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[1] Michigan Accredited Schools, 1973-74. (Ann Arbor, Mich.: The University of Michigan, 1973).

The questionnaire survey was pre-tested in October 1973 by 55 seniors in two high schools not included in the survey. Changes were made in neither the content nor the format of the instrument, but the instructions planned for delivery to the students prior to their answering the questionnaire were more carefully defined. The interview schedule was pretested with a group of students in one of the 25 schools not selected for participation in the small-group interviews.

A letter explaining the study and seeking the schools' participation was sent to the principals of the 25 schools selected in the sample. (See Appendix 3) Accompanying the letter from the researcher was a supporting letter from Dr. G. Sutherland Hayden, Chairman of the Michigan NCA State Committee. (See Appendix 4) Not one principal refused to participate, and subsequently, as promised in the initial letter, a followup call was made to confirm, explain in more detail, and finalize arrangements for administration of the questionnaire. At the conclusion of Phase I, thank-you letters were sent to each principal. (See Appendix 5) Students in each school were randomly selected from the 1973-74 list of seniors in quantities determined by the original weighted sample. A table of random numbers was used again to prepare the sample. Four administrators offered to make all the arrangements for administration of the questionnaire, including the preparation of the sample; nine asked their librarians, assistant principals, or guidance counselors to work with the investigator. In

12 schools the administrator preferred that the investigator make the selection of students. In these instances, a visit was made to the school prior to administration of the questionnaire, since it was thought unwise to request that lists of seniors be mailed to the investigator. In some instances this visit prior to administration of the questionnaire assured less last-minute disruption of a school period for both teachers and students. Every effort was made to minimize confusion and the need for an unwarranted amount of time on the students' part. All administrators were assured of school and student anonymity.

The questionnaire was administered to the selected seniors in each school at one session by the investigator or Mr. Robert Dloughy, then a graduate student at Western Michigan University. A total of 665 students responded. Of that number, eight were invalid: four were discarded since obvious mistakes had been made in using the answer sheets, and four because they appeared to have been filled out capriciously.

The second phase of data gathering for this study was an interview survey of a sample of the 657 seniors who participated in the first survey. A group interviewing technique was used. The technique was based on one used by Dr. Milton S. Blum in a study carried out by the National Book Committee,[1] and in which the investigator participated in the winter of 1970.

All student interviews were conducted in small groups by the investigator; thus, the problems involved in attaining reliability between interviewers were avoided. The interview schedule was pre-tested with one group of seniors. As a result of the pre-test, changes were made in the order of the questions and several questions were added to the interview schedule.

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[1] John Rowell and M. Ann Heidbreder, Educational Media Selection Centers: Identification and Analysis of Current Practices. ALA Studies in Librarianship No. 1 (Chicago: American Library Association, 1971).

Originally, it was planned to interview a total of 60 students from six schools. However, it became apparent that increasing the number of schools to twelve would increase the breadth of student representation and increase the known chance for all students to be selected.

The 12 schools included in the interview survey were selected at the same time that the 25 schools were selected for the questionnaire survey. The 60 students were selected from the lists of seniors who responded to the first survey. Again, a weighted sample was drawn to insure that all students had a known chance to be selected.

Im implementing the interview schedule, the interviewer introduced herself as a doctoral student at the University of Michigan and as a professor at Western Michigan University. The interviewer explained the purpose of the interview and answered questions posed by the students. Students were told how they had been selected and that they would be responding to questions raised by the results of the questionnaire that they had filled out in the previous fall. Every attempt was made to maintain informality and discussion.

Preparation of the Questionnaires

Nine general characteristics of accessibility were used as the basis for the questionnaire. Eight of the nine were those identified specifically in The 1969 Standards: (1) availability of resources; (2) availability of staff; (3) availability of library media center facilities through regular and extended hours of service; (4) flexibility and ease of circulation and loan policies; (5) availability of media center facilities through their location, design, arrangement; (6) availability of newer technology for the projection of materials; (7) availability of interfacility loans, and (8) availability of flexible or open scheduling during the school day. Faculty and media center staff planning for the use of resources was identified as the ninth characteristic from many specific articles in the literature. It is also implicit in the standards.

The primary instrument contains 61 questions. The first nine sought to gather relevant personal data from the students which was used to provide data for five of the six variables: (1) sex, (2) estimate of class rank, (3) immediate post high school plans, (4) identification of media center use habits, and (5) status of the availability of school media programs prior to high school in both elementary and junior high schools. Size of school, the sixth variable, was coded on the answer sheets by the investigator.

The remaining 52 questions expanded on the nine characteristics of accessibility listed above. Questions were grouped according to the characteristics of accessibility, with one exception. The four questions relating to the availability in the media center of newer technology: video tape recorded materials, television, and production capability follow the questions dealing with the accessibility of resources. The questionnaire was limited to 52 questions to capitalize on a reasonable span of interest on the part of students and to refrain from detaining students from classes for more than thirty minutes.

The questionnaire was designed for use with or without an answer sheet.

Analysis of Data

Data were analyzed using the Chi square test of significance. Statistical analysis was done by the staff of the Western Michigan University Computer Center. Data from all questions but two are presented in this report. It was decided that questions no. 58 and no. 59, relating to student and to teacher use of television and video tape recorded materials, were impossible for the student to answer correctly. Due to the similarity of the technological transmission of such material, there could be no assurance that accurate, consistent differentiation between the two media was being made by the respondent.

The questions on the interview schedule were devised from the responses to the original questionnaire that appeared significant on the basis of the calculated percentages. The interview was planned to take no more than forty minutes, although in actuality most interviews were completed in thirty minutes plus an introductory get-acquainted time. (A copy of the interview schedule is included in Appendix 2)

A telephone call to the school administrator confirmed the date and time for the small-group interview as well as the specific students to be interviewed. All group interviews were tape recorded, and all recordings were retained for subsequent re-play and analysis.

When the interviewing was completed, a sample of the tapes was played and categories of responses which had been developed were checked for pertinence. Following this, all tapes were transcribed. Responses were reviewed and tabulated, and pertinent quotations were selected. Tests of statistical significance could not be made of the results from this survey because of the limited number of interviewees.

Summary

This chapter has been concerned with the procedures and methodology employed in conducting the study. Questionnaires used in the study were described. Next, the procedures involved in the selection of the sample and the collection of the data were discussed. Finally, the methodology for analyzing the data was discussed.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA FROM QUESTIONNAIRE

Introduction

This chapter reports the total findings of a questionnaire administered to 657 high school seniors regarding their opinions of the accessibility of school media resources and the analysis of that data as related to six variables: (1) size of school; (2) student academic rank; (3) sex; (4) immediate post high school plans; (5) exposure to school media centers prior to attending high school; and (6) frequency of use of the school media center. The total findings in numbers and percentages are presented in Tables 1-8. For the six variables, the data were analyzed using the Chi Square test of significance to determine if a difference existed among the variables at the .05 or .01 level. Tables 9-45 present the significant findings for each of the six variables.

The questionnaire was designed so that 52 stated questions elicited opinions relating to each of the nine characteristics of accessibility defined for this study. After the data were collected, responses for two questions, numbers 58 and 59, designed to elicit information on the accessibility in classroom instruction of new technology for projection of materials were deleted from the analysis. It was decided that there was a possibility that students were not always able to differentiate between video tape recorded materials and broadcast materials. For most of the remaining 50 questions, students were asked to select one response from a four point scale: (1) yes, (2) yes, but more needed, (3) no, and (4) do not know. Answers were to reflect what the student believed to be true generally for students in his or her high school. Furthermore, students were asked to differentiate between resources for recreational use and those for classwork. Print materials were defined specifically as books, magazines, newspapers, periodicals, microfilm, reference books, and paperbacks. Audiovisual materials were defined as recordings (disc and tape), filmstrips, slides, video tape recordings, and films for classroom use.

Total Sample Survey

In Part I of this chapter, all responses to the 50 questions are reported. Tables 1-8 summarize the number and percentages of responses from all seniors grouped by characteristics of accessibility.

The characteristics described by the tables and narration are (1) availability of media resources (presented in two tables for total school findings, one for print media and one for audiovisual media); (2) availability of staff; (3) availability of media center facilities through regular and extended hours of service; (4) flexibility and ease of circulation and loan policies for total school and home use including interfacility loans; (5) availability of media center facilities through their location, design, and arrangement; (6) availability of regular and extended hours of service and flexible or open scheduling during the school day; and (7) faculty and media center staff planning for the use of resources.

Availability of Media Resources

Seniors believed, on the most part, that print media were available to students. (See Table 1) According to 76 percent of the seniors, magazines for classwork were the most accessible. An additional 22 percent agreed that these materials were available but added that more were needed. The second most accessible print material, reported by 72 percent of the seniors, were books for recreation. Again, nearly one fourth of the respondents reported wishing for more such material. This was the pattern of responses for traditional print forms: slightly more than one-half of the seniors believing that print was available supported by an additional 20 to 38 percent who believed also that more such materials were needed. The exceptions to these ratios were found in the responses to questions about the availability of books for classwork, paperbacks, and duplicate copies. While 50 percent reported paperbacks as being available, 35 percent felt that there was a need for more paperbacks. Although 37 percent believed that students had access to sufficient duplicate copies of books for classwork, 37 percent denied that there were enough, and 25 percent did not know whether there were enough duplicate copies.

Microfilm, a less traditional print form, was much less familiar to the seniors. One-half of the students, or 50 percent, reported that they did not know whether microfilm was available in their schools, while 25 percent reported that it was not available. Only 32 percent reported that microfilm was available with 12 percent of the total noting that while microfilm was available, more was needed.

Disc and tape recordings, filmstrips, slides, and equipment for those materials, are usually the most common audiovisual media available to students in secondary school media centers. Table 2 reveals that students believed there were fewer audiovisual media available to

TABLE 1

AVAILABILITY OF PRINT MEDIA, AS VIEWED BY SENIORS FROM ALL SCHOOLS

	(Seniors' opinions) Availability of Media	Yes		Yes, but more needed		No		Do not know		Total	
		No.	%	No.	%	No.	%	No.	%	No.[a]	%
(10)[b]	Books for classwork	382	58	250	38	15	2	10	2	657	100
(11)	Newspapers for classwork	395	60	141	22	34	5	85	13	655[c]	100
(12)	Magazines for classwork	490	76	145	22	10	2	12	2	657	100
(15)	Books for recreation	473	72	156	24	11	2	15	2	655	100
(16)	Newspapers and magazines for recreation	436	66	132	20	40	6	48	8	656	100
(20)	Materials on microfilm	131	20	35	5	161	25	327	50	654	100
(21)	Duplicate copies	244	37	. . .	[d]	242	37	158	25	644	100
(22)	Paperbacks	337	50	231	35	35	5	53	8	656	100

[a] N = 657

[b] Numbers in parenthesis refer to questions as they appear in the questionnaire reported in Appendix.

[c] Although a conscientious effort was made to delete unusable answer sheets before the data were processed, occasional erratic responses were found and subsequently disregarded in the analysis. Thus, the totals do not always equal N or 100 percent.

[d] Denotes question for which there was a three-point scale of responses.

them than there were print media. Interestingly, however, fewer students believed more audiovisual media should be added than believed more print materials should be added -- with the exception of microfilm.

An analysis of data summarized in Table 2 revealed that visual media, such as filmstrips and slides, were perceived to be the most common audiovisual media available to students for classwork. Over one-half, 66 percent, of the students felt this to be an accurate reflection, although 19 percent of the total felt there should be more visual media. Only 36 percent of the students believed enough disc and tape recordings to be available with 20 percent wishing for more of such materials. Audiovisual equipment, however, was available in necessary quantities for classwork according to 54 percent of the students.

Although video tape recording (VTR) is not new in the schools, availability to students in school media centers is not yet viewed as common. However, 42 percent of the seniors believed VTR to be available in the media center and 18 percent believed students had access to them. A lower percentage, 11 percent, responded that students had access to television materials. Students apparently do make a distinction between VTR materials and regular, commercial and/or closed circuit television. The responses to these questions are distinct: for instance, 41 percent did not know whether VTR was available while 21 percent responded similarly regarding the availability of student access to television. Again, 56 percent responded negatively to the question of access to television, but only 15 percent responded negatively to the question of availability of VTR and 17 percent negatively to the question of student access to VTR materials.

TABLE 2

AVAILABILITY OF AUDIOVISUAL MEDIA, AS VIEWED BY SENIORS FROM ALL SCHOOLS

	(Seniors' opinions) Availability of audiovisual media	Yes		Yes, but more needed		No		Do not know		Total	
		No.	%	No.	%	No.	%	No.	%	No.[a]	%
(13)	Recordings for classwork	239	36	124	19	111	17	181	28	655	100
(14)	Filmstrips and slides for classwork	309	47	126	19	71	11	150	23	656	100
(17)	Filmstrips and recordings for recreation	147	22	81	12	202	31	227	35	657	100
(18)	AV equipment for classwork	355	54	79	12	88	13	134	20	656	100
(19)	AV equipment for recreation	124	19	48	7	217	33	266	41	655	100
(24)	VTR materials in media center	207	32	68	10	111	15	268	41	654	98
(25)	Student use of VTR materials	117	18	77	12	109	17	8	12	657*	100
(26)	Student use of television	73	11	76	12	371	56	137	21	657	100

[a] N = 657

*Question no. 25 instructed students who answered "no" or "do not know" to question 24, which related to the availability of video tape recorded materials in the media center, to mark no. 10 on the answer sheet. These responses are included in the totals for no. 25:

Total school responses

no.	%
346	53

Audiovisual media were not as available for recreational purposes as for classwork. Only 22 percent reported filmstrips and recordings as being available for recreational use, and 19 percent, plus seven percent who wanted more such material, reported the availability of audiovisual equipment for recreational use. As reported above, the percentages of students believing more audiovisual media to be needed were less than 20 percent of the total responding: recordings for classwork, 19 percent; visual media for classwork, 19 percent; filmstrips and recordings for recreational use, 12 percent; audiovisual equipment for classwork, 11 percent; and equipment for recreational use, 7 percent. The summary of these responses regarding the availability of audiovisual media also reveals that a large percentage of the students did not know whether audiovisual media were available: recordings for classwork, 28 percent; visual media for classwork, 23 percent; audiovisual equipment for classwork, 20 percent; filmstrips and recordings for recreational use, 35 percent; and equipment for recreational use, 41 percent.

Availability and Willingness of Staff to Help Students

The availability of staff and their willingness to help students find and use media as well as to teach students how to find and use media constituted one major set of questions asked students. (See Table 3) Most of the students, 87 percent, agreed that librarians were available to help them find and use materials. A slightly higher number, 90 percent, felt that librarians were willing to help them find materials. The number drops, however, when students were asked specifically about retrieval instruction, instruction on use of equipment, and willingness to recommend materials for recreational use. About one-

TABLE 3

AVAILABILITY OF STAFF, AS VIEWED BY SENIORS FROM ALL SCHOOLS

(Seniors' opinions) Availability of staff	Yes		Yes, but more needed		No		Do not know		Total	
	No.	%	No.	%	No.	%	No.	%	No.[a]	%
(28) Librarians available to help students	572	87	56	9	17	3	12	2	657	100
(29) Librarians willing to help students	599	90	. . .		30	5	24	4	653	100
(30) Librarians teach students retrieval skills	347	53	176	27	95	14	39	6	657	100
(31) Librarians teach students use of audiovisual equipment	307	48	. . .		169	26	166	26	642	100
(32) Librarians available and willing to recommend materials for recreational use	296	45	133	20	98	15	130	20	657	100

[a] N = 657

half, 53 percent, of the students felt that students were taught how to find and use materials, while 48 percent believed students were taught how to use audiovisual equipment.

Again, when referring specifically to audiovisual media, the trend to a higher number responding in the "do not know" column is apparent. One-fourth, 26 percent, reported they did not know whether librarians or other staff members taught students how to use audiovisual equipment.

Considering that 96 percent (Table 1) reported the availability of books for recreational reading, it is most interesting to note that fewer than half, 45 percent, reported with an unqualified "yes" that librarians were available and willing to recommend materials for recreational use.

Availability of Media Center Facilities through Regular and Extended Hours of Service and Scheduling

Table 4 summarizes the responses to questions dealing with the hours the school media center was open. Most seniors, 77 percent, indicated that the school media center was open for student use during the school lunch hour. While 51 percent believed that the center was open thirty minutes after school, only 29 percent thought it was open thirty minutes before school. Also, the seniors probably noted most correctly that their school media centers were neither open for Saturday service, 85 percent; evening service, 72 percent; nor summer vacation service, 70 percent. Once again, the number reporting that they did not know seems high, ranging from 11 to 35 percent.

The availability of the media center during the day to students, whether as individuals from study hall or classes, or members of small

TABLE 4

AVAILABILITY OF LIBRARY MEDIA CENTER FACILITIES THROUGH REGULAR AND EXTENDED HOURS OF SERVICE, AS VIEWED BY SENIORS FROM ALL SCHOOLS

	(Seniors' opinions) Availability of facilities	Yes		Yes, but more needed		No		Do not know		Total	
		No.	%	No.	%	No.	%	No.	%	No.[a]	%
(33)	Open 30 minutes before school	189	29	. . .		219	34	234	36	642	100
(34)	Open during lunch hour	506	77	. . .		69	11	78	12	653	100
(35)	Open 30 minutes after school	333	51	. . .		104	16	210	32	647	100
(36)	Open on Saturdays	20	3	. . .		561	85	73	11	654	100
(37)	Open for evening service	78	12	. . .		467	72	106	16	651	100
(38)	Open during summer vacation	33	5	. . .		458	70	160	25	651	100

[a] N = 657

or large class groups is summarized in Table 5. The study hall still seems to be the major avenue for most students wishing to use the school media center during the school day. According to 64 percent of the respondents, most students had a study hall period when they were able to use the center. In schools where no study halls were provided, only 32 percent of the students believed that school policy provided for other scheduled times during the school day when students could use the school media center. Moreover, 51 percent believed no time was provided through school policy to those who did not have a study hall.

Seniors responded that students generally had access to the school media center in a variety of ways for classwork. According to 79 percent, students were encouraged to go to the center whenever they needed to for classwork. However, 26 percent felt more encouragement should have been given. A high number, 93 percent, believed teachers arranged for classes to go to the media center to use materials with nearly one-half, 43 percent, expressing the need for more teachers to do so. It was believed by 85 percent, with 45 percent of the total wishing additional opportunity, that small groups of students were permitted to go from classrooms to work in the media center.

Again, there was a distinct difference in the availability of the center for classwork and its availability for recreational use. Only 25 percent agreed that the use of the media center was encouraged for recreational use; 21 percent believed students were encouraged but wished more encouragement, while 40 percent believed students were not encouraged to use the media center for recreational purposes.

Availability of Resources Through Circulation and Loan Policies

It was assumed that all school media centers permit regular

TABLE 5

AVAILABILITY OF MEDIA CENTER FACILITIES THROUGH SCHEDULING, AS VIEWED BY SENIORS FROM ALL SCHOOLS

(Seniors' opinions) Availability through scheduling		Yes		Yes, but more needed		No		Do not know		Total	
		No.	%	No.	%	No.	%	No.	%	No.[a]	%
(49)	Availability of center from study hall	416	64	. . .		201	31	35	5	652	100
(50)	If no study hall, other time provided	211	32	. . .		335	51	106	16	652	100
(51)	Students encouraged to use media center for classwork	346	53	171	26	117	18	23	3	657	100
(52)	Students encouraged to use media center for recreational use	164	25	137	21	265	40	90	14	656	100
(53)	Classes use center	329	50	285	43	28	4	15	2	657	100
(54)	Teachers encourage individuals to use media center	287	44	252	38	80	12	38	6	657	100
(55)	Small groups from classroom use media center	266	40	295	45	59	9	37	6	657	100

[a] N = 657

circulation of books for home use and audiovisual materials for class use. Thus, it was decided to limit the questions in the area of circulation and loan policies to other aspects: such as, reserve collections, circulation of reference books and audiovisual materials for home use, circulation of materials for use during school vacations, and the availability of interlibrary or interfacility loans. Table 6 reports the responses to these questions.

According to 55 percent of the seniors surveyed, reference books could be checked out for use outside the media center. Slightly more, 57 percent, believed that the more traditional service of a reserve collection was available to students. However, 25 percent felt the reserve service could have been expanded, and 29 percent did not know whether the service was available. While 51 percent believed that materials could be checked out over vacation, few seniors, 10 percent, thought that audiovisual materials could be checked out for home use, and 39 percent did not know whether their media center provided this loan service.

The most untraditional circulation service, the interlibrary or interfacility loan, was least recognized by the respondents. According to 11 percent, such service was available. Another 12 percent believed it was available but could have been more widely available, but 59 percent did not know of any such service.

Availability of Facilities

Table 7 summarizes the responses to the questions dealing with the location, design, and arrangement of media center facilities. These responses appear to reflect the priorities for the design of

TABLE 6

AVAILABILITY OF RESOURCES THROUGH CIRCULATION POLICIES INCLUDING INTERFACILITY LOANS, AS VIEWED BY SENIORS FROM ALL SCHOOLS

(Seniors' opinions) Circulation and loan		Yes		Yes, but more needed		No		Do not know		Total	
		No.	%	No.	%	No.	%	No.	%	No.[a]	%
(23)	Reserve shelf	210	32	165	25	95	14	187	28	657	100
(39)	Reference books circulate	362	55	.	. .	193	29	100	16	655	100
(40)	AV materials circulate for home use	63	10	.	. .	331	51	255	39	649	100
(41)	Materials circulate over vacations	334	51	.	. .	167	25	152	23	653	100
(47)	Teachers use films from outside school building	495	75	39	6	121	18	2	1	657	100
(48)	Interfacility loans	72	11	78	12	120	18	387	59	657	100

[a] N = 657

TABLE 7

AVAILABILITY OF MEDIA CENTER FACILITIES THROUGH THEIR LOCATION, DESIGN AND ARRANGEMENT, AS VIEWED BY SENIORS FROM ALL SCHOOLS

	(Seniors' opinions) Location, design and arrangement	Yes		Yes, but more needed		No		Do not know		Total	
		No.	%	No.	%	No.	%	No.	%	No.[a]	%
(27)	Student production of resources	134	20	88	13	218	33	217	33	657	100
(42)	Facilities easily accessible	592	90	. . .		45	7	17	3	654	100
(43)	Special areas for use of AV	374	57	. . .		138	21	141	21	653	100
(44)	Materials arranged for ease of location	432	66	155	24	32	5	37	6	656	100
(45)	AV equipment located for ease of use	254	39	. . .		185	28	211	32	650	100
(46)	Center comfortable	522	79	. . .		111	17	20	3	653	100

[a] N = 657

facilities expressed in the literature of the late sixties and early seventies. Respondents agreed that: (1) the center was located for ease of accessibility (90 percent); (2) materials were arranged for easy location (89 percent, although 24 percent thought they could have been arranged more conveniently); (3) the media center was a comfortable place (79 percent); and that (4) there were special areas in the media center where audiovisual materials could be used (57 percent, although 21 percent reported not knowing about this service). Student access to production facilities and knowledge of the availability of such facilities appeared limited. Only 33 percent reported such service available and that included 13 percent who wished for more such service. According to 33 percent, such facilities were not available to students. Once again, however, audiovisual media was somewhat negatively viewed. While 39 percent believed audiovisual equipment was stored for ease of location, 28 percent believed it was not, and 32 percent did not know whether it was convenient for use.

Faculty and library media staff planning for use

Although teachers must work with the media staff if students are to get to the media center during class time, there is another dimension to teachers making media available and accessible to students. Teachers must use media, recommend media to students, and notify the media center staff of their plans and assignments.

As reported in Table 8, 95 percent of the students believed the teachers in their schools to be users of audiovisual materials such as films, filmstrips, and recordings, but 30 percent of that group believed teachers could have used more audiovisual materials. Well over one-

TABLE 8

AVAILABILITY OF RESOURCES THROUGH FACULTY-MEDIA CENTER STAFF PLANNING FOR USE, AS VIEWED BY SENIORS FROM ALL SCHOOLS

	(Seniors' opinions) Faculty-staff planning	Yes		Yes, but more needed		No		Do not know		Total	
		No.	%	No.	%	No.	%	No.	%	No.^{a}	%
(56)	Teachers notify librarians of classwork	270	41	138	21	66	10	183	27	657	100
(57)	Teachers use AV materials in instruction	440	65	191	30	13	2	13	2	657	100
(60)	Teachers discuss and recommend materials for classwork	238	36	267	41	96	14	56	9	657	100
(61)	Teachers discuss and recommend materials for recreation	105	16	192	29	258	39	102	16	657	100

[a] N = 657

half, 77 percent, responded that their teachers discussed and recommended materials to students to help them with their classwork, although 41 percent believed they could do more of such recommendation. According to 62 percent of the seniors, teachers did notify the media center of subjects being taught and studied in class; however, 21 percent believed teachers should do more of such notification.

When compared to teacher recommendations of materials for classwork, teacher recommendations of materials for recreational use were noticeably less. Specifically, 45 percent reported their teachers recommended such materials, but 29 percent believed teachers could have recommended more materials for recreational use.

Significant Characteristics of Accessibility as Related to Six Variables

Part II of Chapter III reports significant relationships between the characteristics of accessibility and the variables of size of school, sex of respondents, student academic rank, user status, availability of libraries prior to high school attendance, and post high school plans.

Size of School and the Accessibility of Resources

A question this study investigated was the relationship between attitudes about the accessibility of resources and the size of the schools attended by the sample. As shown in Tables 9-14, 29 of the 50 accessibility items analyzed support such a relationship: 22 at the .01 level of confidence and seven at the .05 confidence level. Items significant at the .01 level were those relating to the availability of: newspapers for classwork; recordings for classwork; filmstrips; slides, and other visual media for classwork; filmstrips and recordings for recreational use; audiovisual equipment for classwork; audiovisual equipment for use of recreational materials; duplicate copies of books; paperbacks; a reserve shelf or section; VTR materials; VTR materials for student use; television for student use; media center retrieval skills instruction; media center during the lunch hour; media center 30 minutes after school; media center during the evening hours; reference materials for circulation; special areas for use of audiovisual materials; easy location of audiovisual equipment; interfacility loans for students; study hall; teacher encouragement of small group work in the media center; and teacher communication of classroom instruction to media staff.

Items significant at the .05 level of confidence were those relating to the availability of: books for recreational reading, microfilm, facilities for student production, librarians willing to recommend materials for recreational use, convenient location of materials, and encouragement to use the media center for recreational purposes.

Significant responses to the questions dealing with the availability of media for classwork and recreational purposes show a definite pattern. As reported in Table 9, students in small schools were more satisfied with the availability of media than students in middle-sized and large schools. Students in small schools were more satisfied with the availability of: newspapers, 68 percent (compared to 57 percent for middle-sized schools and 55 percent for large schools); books for recreational reading, 79 percent (compared to 71 percent for middle-sized schools and 65 percent for large schools); and paperback books, 59 percent (as compared to 41 percent for middle-

TABLE 9

AVAILABILITY OF MEDIA, BY SIZE OF SCHOOL

(Seniors' opinions) Availability of media	Size	Yes		Yes, but more needed		No		Do not know		Total	
		No.	%	No.	%	No.	%	No.	%	No.[a]	%
(11) Newspapers for classwork[b]	I	156	68	40	18	12	5	19	8	227	100
	II	129	57	56	25	15	7	27	12	227	100
	III	110	55	45	22	7	4	39	19	201	100
(15) Books for recreation[c]	I	180	79	39	17	3	1	5	2	227	100
	II	161	71	57	25	2	1	6	3	226	100
	III	132	65	60	30	6	3	4	2	202	100
(20) Materials on microfilm[d]	I	49	22	15	7	51	22	110	48	225	100
	II	33	15	9	4	72	32	113	50	227	100
	III	49	24	11	5	38	19	104	52	202	100
(13) Recordings for classwork[e]	I	113	50	53	23	18	8	43	19	227	100
	II	54	24	37	16	57	25	78	34	226	100
	III	72	36	34	17	36	18	60	30	202	100
(14) Filmstrips and slides for classwork[f]	I	138	61	53	23	10	4	26	11	227	100
	II	78	34	36	16	40	18	73	32	227	100
	III	93	46	37	18	21	10	51	25	202	100
(21) Duplicate copies[g]	I	68	30	. .	.	92	40	64	28	224	98
	II	80	35	. .	.	83	37	58	26	221	97
	III	96	48	. .	.	67	33	36	18	199	99

TABLE 9--Continued

	(Seniors' opinions) Availability of media	Size	Yes		Yes, but more needed		No		Do not know		Total	
			No.	%	No.	%	No.	%	No.	%	No.	%
(22)	Paperbacks[h]	I	135	59	69	30	10	4	14	6	228	100
		II	93	41	81	36	20	9	32	14	226	100
		III	109	54	81	40	5	3	7	4	202	100
(18)	AV equipment for classwork[i]	I	146	64	32	14	18	8	31	14	227	100
		II	106	47	26	12	40	21	55	24	227	100
		III	103	51	21	10	30	3	48	24	202	100
(17)	Filmstrips and recordings[j] for recreation	I	87	38	32	14	55	24	54	24	228	100
		II	30	13	26	12	90	40	81	36	227	100
		III	30	15	23	11	57	28	92	46	202	100
(19)	AV equipment for recreation[k]	I	66	29	15	7	64	28	81	36	226	100
		II	29	13	15	7	89	39	94	41	227	100
		III	29	14	18	9	64	32	91	45	202	100
(24)	VTR materials in media center[l]	I	85	37	31	14	27	12	84	37	227	100
		II	62	27	12	5	58	26	94	41	226	100
		III	60	30	25	12	26	13	90	45	201	100
(25)	Student use of VTR materials[m]	I	60	26	24	11	44	19	3	1	228*	100
		II	28	12	32	14	28	12	1	0	227	100
		III	29	14	21	10	37	18	4	2	202	100
(26)	Student use of TV in media center[n]	I	26	11	22	10	139	61	41	18	228	100
		II	27	12	24	11	136	60	40	18	227	100
		III	20	10	30	15	96	48	56	28	202	100

TABLE 9-Continued

[a] I N = 228
II N = 227
III N = 202

[b] x^2, 20.255; Degrees of freedom, 8; Level of significance, .01.

[c] x^2, 14.399; Degrees of freedom, 8; Level of significance, .05.

[d] x^2, 20.740; Degrees of freedom, 10; Level of significance, .05.

[e] x^2, 55.768; Degrees of freedom, 8; Level of significance, .01.

[f] x^2, 62.541; Degrees of freedom, 8; Level of significance, .01.

[g] x^2, 16.695; Degrees of freedom, 6; Level of significance, .01.

[h] x^2, 37.868; Degrees of freedom, 8; Level of significance, .01.

[i] x^2, 26.407; Degrees of freedom, 8; Level of significance, .01.

[j] x^2, 64.296; Degrees of freedom, 6; Level of significance, .01.

[k] x^2, 30.611; Degrees of freedom, 8; Level of significance, .01.

[l] x^2, 29.686; Degrees of freedom, 8; Level of significance, .01.

[m] x^2, 29.550; Degrees of freedom, 8; Level of significance, .01.

[n] x^2, 13.976; Degrees of freedom, 6; Level of significance, .05.

*Question 25 instructed students who answered "no" or "do not know" to question 24 relating to the availability of VTR materials in the media center to mark no. 10 on the answer sheet. These responses are included in the totals for no. 25:

I	97	43
II	138	61
III	111	55

sized schools and 54 percent for large schools).

The pattern was reversed only for questions dealing with the availability of sufficient duplicate copies and materials on microfilm. In large high schools, 48 percent of the students believed that enough duplicate copies were available. In middle-sized schools, 35 percent of the students responded affirmatively while, only 30 percent of the students in small schools answered "yes". The responses of "do not know" to the question dealing with duplicate copies were significantly high and support the pattern reversal: 28 percent for small schools, 26 percent for middle-sized schools, and 18 percent for large schools. The number of responses in the "no" column is even greater: 40 percent in the small schools, 37 percent in the middle-sized schools, and 32 percent in the large schools.

Microfilm, was perceived as less available in middle-sized schools, 15 percent, as compared to 22 percent in small schools and 24 percent in large schools. The noteworthy responses here are those in the "no" and "do not know" columns. Although the responses in the "no" column are high in all sized schools: small, 22 percent; middle-sized, 32 percent; large, 19 percent, the "do not knows" are high: small, 48 percent; middle-sized, 50 percent; large, 52 percent. These "do not know" responses resemble the large "do not know" columns for questions dealing with audiovisual media. These responses were consistent throughout the study.

Responses to the questions dealing with the availability of traditional audiovisual media for classwork supported the earlier-mentioned pattern of higher small school satisfaction. Examples are the responses to questions dealing with the availability of recordings for classwork: small, 50 percent; middle-sized, 24 percent; large, 36 percent; visual media for classwork: small, 61 percent; middle-sized, 34 percent; large, 46 percent; and audiovisual equipment for classwork: small, 64 percent; middle-sized, 47 percent; large, 51 percent.

The status of audiovisual materials for recreational use was low in all schools in the sample. These materials were twice as available, however, for recreational use in small schools: 38 percent, as compared to 13 percent in middle-sized schools and 15 percent in large schools. Again, the responses in the "no" and "do not know" columns were high with 24 percent of the small schools reporting "no" and 24 percent reporting "do not know"; 40 percent of the medium-sized schools reporting "no" and 36 percent reporting "do not know"; and 28 percent of the large schools reporting "no" and 46 percent reporting "do not know".

Somewhat the same percentages apply to the availability of audiovisual equipment, although fewer students in small schools, 29 percent, believed equipment was available for recreational use than believed materials were available. Again the "no" and "do not know" columns were high.

In looking at newer media for the projection of materials, specifically VTR and television, the disparities should be noted between student access to television and student access to VTR materials and student use of those materials. Less than 15 percent of the seniors in all schools reported student use of television in the media center, and a range of 48 percent to 61 percent marked the "no" column. On the other hand, nearly one-third of the seniors noted the availability of VTR materials in the media center. Furthermore, 26 percent of the seniors in small schools, 12 percent in middle-sized schools, and 14 percent of those in large schools reported student use of VTR materials. The negative responses to this question were less than one-third of the negative responses reported for the question about student use of television. No student use of VTR materials was reported by 19 percent of the small schools, 12 percent of the middle-sized schools, and 18 percent of the large schools. The responses in the "do not know" column represented sizeable percentages (37 percent, small schools; 41 percent, middle-sized schools; and 45 percent, large schools). This same column for student use of VTR dropped to one percent for the small schools, zero for middle-sized schools, and two percent for large schools.

It should be noted that there was not a consistent continuum of opinion from small to large schools. Responses to most questions revealed that students in middle-sized schools were less satisfied with the availability of materials than were students in large high schools. The exceptions related to the availability of newspapers for classwork, books for recreational use, student use of television, and VTR materials.

Two characteristics dealing with the availability of professional staff revealed a significant relationship to the size of school attended by the respondents. (See Table 10) One question dealing with the teaching of retrieval skills was significant at the .01 level of confidence, and one question dealing with the availability and willingness of the librarian to recommend materials for recreational use was significant at the .05 level.

As reported in Table 10, 60 percent of the seniors in large high schools believed their librarians taught students how to find and use

TABLE 10

AVAILABILITY OF STAFF, BY SIZE OF SCHOOL

(Seniors' opinions) Availability of staff	Size	Yes		Yes, but more needed		No		Do not know		Total	
		No.	%	No.	%	No.	%	No.	%	No.[a]	%
(30) Librarians teach retrieval skills[b]	I	120	53	54	24	39	17	15	7	228	100
	II	106	47	64	28	40	18	17	8	227	100
	III	121	60	58	29	16	8	7	4	202	100
(32) Librarians willing and available to recommend materials for recreational use[c]	I	106	47	33	15	41	18	48	21	228	100
	II	99	44	48	21	33	15	47	21	227	100
	III	91	45	52	26	24	12	35	17	202	100

[a] I N = 228
II N = 227
III N = 202

[b] χ^2, 16.602; Degrees of freedom, 6; Level of significance, .01.

[c] χ^2, 10.673; Degrees of freedom, 6; Level of significance, .05.

materials, although 29 percent felt librarians could have performed more of this service. Seniors in middle-sized schools were the least satisfied, with 47 percent believing students were taught; 28 percent desiring more help; and 18 percent believing no such help was given. The seniors in small schools were more satisfied than those in middle-sized schools: 53 percent were satisfied, 24 percent desired more service, but 17 percent did not believe students had access to retrieval skill instruction.

In the area of materials guidance for recreational use students were not entirely satisfied. Again students in the middle-sized schools were the least satisfied. Of these students, 44 percent agreed that materials guidance was available, but 21 percent wanted more; 15 percent did not believe it existed; and 21 percent did not know whether librarians performed this service. These same ranges of responses held true for students in the other two groups with just under one-half acknowledging the service and about 20 percent not knowing whether such a service existed.

Table 11 shows responses to six questions relating to the hours the media center was open for service and the flexibility of scheduling for students. Five responses dealing with the hours the center was open and accessible through study halls and small groups from classes were significant at the .01 confidence level. The sixth question, relating to access for recreational purposes, was significant at the .05 level of confidence.

In middle-sized schools, 84 percent of the seniors reported that their centers were open to serve students during the lunch hour, while 77 percent of the small school respondents reported this service, and

TABLE 11

AVAILABILITY OF MEDIA CENTER FACILITIES THROUGH REGULAR AND EXTENDED HOURS OF SERVICE AND SCHEDULING, BY SIZE OF SCHOOL

(Seniors' opinions) Availability of facilities	Size	Yes		Yes, but more needed		No		Do not know		Total	
		No.	%	No.	%	No.	%	No.	%	No.[a]	%
(34) Open during lunch hour[b]	I	175	77	.	. .	33	15	19	8	227	100
	II	191	84	.	. .	10	4	25	11	226	100
	III	140	69	.	. .	26	13	34	17	200	100
(35) Open 30 minutes after school[c]	I	133	58	.	. .	39	17	52	23	224	98
	II	103	45	.	. .	39	17	84	37	226	100
	III	97	48	.	. .	26	13	74	37	197	98
(37) Open for evening service[d]	I	30	13	.	. .	144	63	52	23	226	99
	II	44	19	.	. .	155	68	26	12	225	99
	III	4	2	.	. .	168	83	28	14	200	99
(49) Study hall[e]	I	156	68	.	. .	63	28	8	4	227	100
	II	124	55	.	. .	87	38	14	6	225	100
	III	136	67	.	. .	51	25	13	6	200	98
(55) Small groups from classroom encouraged to use center[f]	I	92	40	89	39	30	13	17	8	228	100
	II	89	39	105	46	21	9	12	5	227	100
	III	85	42	101	50	8	4	8	4	202	100
(52) Students encouraged to use center for recreational use[g]	I	57	25	41	18	94	41	35	15	227	100
	II	69	30	54	24	80	35	24	11	227	100
	III	38	19	42	21	91	45	31	15	202	100

TABLE 11—Continued

[a] I N = 228
II N = 227
III N = 202

[b] x^2, 26.509; Degrees of freedom, 8; Level of significance, .01.

[c] x^2, 17.985; Degrees of freedom, 6; Level of significance, .01.

[d] x^2, 44.210; Degrees of freedom, 6; Level of significance, .01.

[e] x^2, 13.812; Degrees of freedom, 6; Level of significance, .01.

[f] x^2, 15.744; Degrees of freedom, 6; Level of significance, .01.

[g] x^2, 14.560; Degrees of freedom, 8; Level of significance, .05.

69 percent of the students in large schools responded in the affirmative.

Less than one-half of the students in middle-sized schools reported their media centers were open 30 minutes after school closed for the day. The media center, responded 17 percent, was not open and over one-third did not know whether the center was open to serve students. These same ranges hold true for the students in middle-sized and large schools. Slightly more students in large schools, 48 percent, believed the center was open and 37 percent did not know. Although 58 percent of the small school seniors responded "yes" to the question relating to after school service, 23 percent did not know.

Although it is doubtful that many media centers provide service in the evening hours, 13 percent of the students in the small schools reported their school media center to be open, and 19 percent of the students in middle-sized schools reported the same. Only two percent of the students in large schools perceived this to be true. Again, the responses in the "do not know" category were high: small schools, 23 percent; middle-sized schools, 12 percent; and large schools, 14 percent.

In the area of flexibility of scheduling, as reported in Table 11, the figures for the availability of study hall to students was not surprising, e.g. 55 to 68 percent. Students also responded that they desired more access to the media center in small groups from the classroom. While 39 percent of the students in small schools desired more of this means of access, 46 percent in middle-sized schools and 50 percent in large schools shared this feeling.

The pattern of the media center and its materials and services being less available for recreational uses was apparent in this data also.

Regardless of the size of the school, less than 30 percent of the seniors reported that students in their schools were encouraged to use the school media center when they had need to for recreational purposes. Furthermore, 41 percent of the seniors in small schools reported that students were not encouraged to make use of the facility for recreational purposes. Their responses were supported by 35 percent in the middle-sized schools and 45 percent in the large schools.

There was a significant relationship at the .01 level of confidence between size of school and three types of specialized circulation services. The established pattern continues with small schools responding with a higher percentage of affirmative responses and with a high number of responses in the "do not know" column for all three questions.

Less than one-half, 40 percent, of the students in small schools believed materials could be checked out from a reserve shelf or section. (See Table 12) According to the respondents, 67 percent of this student group could check out common reference materials such as encyclopedias, dictionaires, and almanacs for use outside the media center. However, only 16 percent believed their school librarians would borrow materials for students from other libraries or agencies. In the middle-sized schools, 28 percent of the students believed students had easy access to reserve materials; 46 percent believed students could check out reference materials; but only 8 percent felt students had organized access to interlibrary loans. In the large schools, 27 percent of the students believed reserve service was provided for students; 52 percent believed reference books could be checked out; and 8 percent believed there was interlibrary loan service.

TABLE 12

AVAILABILITY OF RESOURCES THROUGH CIRCULATION POLICIES INCLUDING INTERFACILITY LOANS, BY SIZE OF SCHOOL

(Seniors' opinions) Specialized circulation services	Size	Yes		Yes, but more needed		No		Do not know		Total	
		No.	%	No.	%	No.	%	No.	%	No.[a]	%
(23) Reserve shelf[b]	I	92	40	44	19	37	16	55	24	228	100
	II	64	28	59	26	30	13	74	33	227	100
	III	54	27	62	31	28	14	58	29	202	100
(39) Reference books circulate[c]	I	152	67	. . .	.	48	21	28	12	228	100
	II	105	46	. . .	.	84	37	37	16	226	100
	III	105	52	. . .	.	61	30	35	17	201	100
(48) Interfacility loans[d]	I	36	16	34	15	46	20	112	49	228	100
	II	19	8	28	12	38	17	142	63	227	100
	III	17	8	16	8	36	18	133	66	202	100

[a] I N = 228
II N = 227
III N = 202

[b] x^2, 17.064; Degrees of freedom, 6; Level of significance, .01.

[c] x^2, 22.166; Degrees of freedom, 6; Level of significance, .01.

[d] x^2, 18.541; Degrees of freedom, 6; Level of significance, .01.

In general, the responses were high in the "do not know" category for all sizes of schools. When asked about the availability of a reserve collection, 24 percent of the seniors in small schools marked "do not know", and 33 percent of the middle-sized school seniors and 29 percent of the large school seniors responded in the same way. Seniors were less dubious about their access to reference materials for circulation outside the library: small, 12 percent; middle-sized, 16 percent; large, 17 percent, but they were unsure in large numbers about the availability of interlibrary loan service: small, 49 percent; middle-sized, 63 percent.

Table 13 summarizes the significant data relating to the availability of media center facilities. Questions relating to the availability of special areas for the use of audiovisual media and the convenience of audiovisual equipment storage were significant at the .01 level of confidence. Questions relating to the arrangement of materials and the availability of student production facilities were significant at the .05 level.

The provision of special areas in media centers for use of audiovisual materials (61 percent of the small schools; 49 percent of the middle-sized schools; and 61 percent of the large schools) is encouraging for the implementation of the media center philosophy. However, it should be noted that the percentages in the "do not know" column relating to audiovisual equipment still remain high with 34 percent of those in large schools, 37 percent in middle-sized schools, and 25 percent in small schools having reported their lack of knowledge about availability of these resources.

Responses to the question relating to the availability of student

TABLE 13

AVAILABILITY OF MEDIA CENTER FACILITIES THROUGH THEIR LOCATION, DESIGN, AND ARRANGEMENT, BY SIZE OF SCHOOL

	(Seniors' opinions) Specialized facilities	Size	Yes No.	Yes %	Yes, but more needed No.	Yes, but more needed %	No No.	No %	Do not know No.	Do not know %	Total No.[a]	Total %
(43)	Special areas for use of AV[b]	I	140	61	. . .		39	17	47	21	226	100
		II	110	49	. . .		67	30	48	21	225	100
		III	124	61	. . .		32	16	46	23	202	100
(44)	Materials arranged for ease of location[c]	I	142	62	52	23	20	9	13	6	227	100
		II	160	71	46	20	7	3	14	6	227	100
		III	130	64	57	28	5	3	10	5	202	100
(45)	AV equipment stored for ease of use[d]	I	113	50	. . .		56	25	58	25	227	100
		II	72	32	. . .		66	29	85	37	223	98
		III	69	34	. . .		63	31	68	34	200	99
(27)	Student production of resources[c]	I	55	24	37	16	78	34	58	25	228	100
		II	41	18	22	10	81	36	83	37	227	100
		III	38	19	29	14	59	29	76	38	202	100

[a] I N = 228
II N = 227
III N = 202

TABLE 13—*Continued*

[b] x^2, 18.435; Degrees of freedom, 6; Level of significance, .01.

[c] x^2, 17.366; Degrees of freedom, 8; Level of significance, .05.

[d] x^2, 19.880; Degrees of freedom, 6; Level of significance, .01.

[e] x^2, 13.827; Degrees of freedom, 6; Level of significance, .05.

production services revealed that about one-third of the students believed such facilities were available to students in their schools. Again, more students in small schools recognized this service as available to them: 24 percent, although 16 percent of the total wished for more such service. In the large schools 18 percent acknowledged production facilities and 10 percent wished for more, while in the small schools 19 percent believed students had access to production facilities, with 14 percent of the total wishing more such facilities. Once again the "do not know" category is high. In small schools 25 percent of the students did not know whether these services were available while 37 percent of the seniors in middle-sized schools and 38 percent of those in large schools reported in this category.

Table 14 summarizes the responses to the one item dealing with the relationship of faculty and media center staff cooperation and size of schools that was significant at the .01 or .05 level of confidence. This data revealed that students in large schools (49 percent) believed teachers in their schools notified librarians of subjects being studied in class. The percentages dropped for seniors in small schools (39 percent) and seniors in middle-sized schools (37 percent). While those who agreed but wished more such cooperation ranged from 20 to 23 percent of the students, the percentages reported in the "do not know" column were high: 25 percent in small schools, 36 percent in medium-sized schools, and 23 percent in large schools.

Significant relationships were not found between size of school attended and 21 of the 50 accessibility items. The 21 items related to the availability of: books for classwork; magazines for classwork, newspapers and magazines for recreational use; librarians

TABLE 14

AVAILABILITY OF RESOURCES THROUGH FACULTY-MEDIA CENTER STAFF PLANNING FOR USE, BY SIZE OF SCHOOL

(Seniors' opinions) Staff cooperation	Size	Yes		Yes, but more needed		No		Do not know		Total	
		No.	%	No.	%	No.	%	No.	%	No.[a]	%
(56) Teachers notify staff of classwork[b]	I	88	39	52	23	32	14	56	25	228	100
	II	83	37	46	20	17	8	81	36	227	100
	III	99	49	40	20	17	8	46	23	202	100

[a] I N = 228
II N = 227
III N = 202

[b] x^2, 18.489; Degrees of freedom, 6; Level of significance, .001.

to help students find materials; librarians willing to help students find materials; staff instruction on use of audiovisual equipment; media center 30 minutes before school begins; media center on Saturday; media center during summer vacation; audiovisual materials for home use; materials for use over vacation periods; media center facilities easily accessible for most students; a comfortable media center; films secured through interfacility loans; school policy for use of media center when no study hall available; encouragement of individual student use of media center when needed for classwork; teacher arrangements for classes to use media center; teacher encouragement of individual student use of materials; teacher use of films, filmstrips, and recordings in classroom; teacher discussion and recommendation of materials in media center for classwork; and teacher discussion and recommendation of materials in media center for recreational purposes.

Sex of Respondent and the Accessibility of Resources

Another objective of the study was to see if boys' opinions on the accessibility of resources differed from those held by girls. Of the 50 accessibility items, eight relating to the variable of sex of respondent were significant at the .01 level of confidence. These items report the availability of: recordings for classwork, books for recreational reading, microfilm, VTR materials, media center during summer vacations, easy location of audiovisual equipment, study hall, and teacher discussion and recommendation of materials for recreational purposes.

Nine items significant at the .05 level of confidence report the availability of: books for classwork; filmstrips, slides, and other visual media for classwork; audiovisual equipment for use of recreational materials; duplicate copies; VTR materials for student use; television for student use; media center 30 minutes before school begins; materials for use over vacation periods; and teacher encouragement of small group work in the media center.

Table 15 summarizes the responses dealing with the availability of media, and Table 16 summarizes the data relating to the remainder of the items of accessibility which indicate significant relationship to the sex of the respondent.

As shown in Table 15, girls were slightly less satisfied with the adequacy of the book collection for classwork than boys were. Although 97 percent of the girls believed there were books available for classwork, 43 percent wished there were more. While 63 percent of the boys were satisfied with the quantity of books for classwork, 32 percent of them wished for more. The responses to the availability of audiovisual materials revealed less satisfaction and awareness than did those responses relating to the availability of books for classwork and recreation. While 13 percent of the girls believed recordings were not available, 33 percent did not know. More boys, 21 percent, did not perceive recordings as being available while an equal percent did not know about the availability of such materials. The opinions of the availability of filmstrips and slides were less negative, but again 27 percent of the girls did not know, and 18 percent of the boys were also unaware of such materials.

Both boys and girls were fairly well-satisfied with the availability of books for recreational reading, with 27 percent of the girls wishing there were more of this type of material and 20 percent of the

TABLE 15

AVAILABILITY OF MEDIA, BY SEX OF RESPONDENTS

(Seniors' opinions)	Yes		Yes, but more needed		No		Do not know		Total	
Availability of media	No.	%	No.	%	No.	%	No.	%	No.[a]	%
(10) Books for classwork[b]										
Girls	198	54	156	43	8	2	3	1	365	100
Boys	184	63	94	32	7	2	7	2	292	100
(13) Recordings for classwork[c]										
Girls	130	36	66	18	49	13	119	33	364	100
Boys	109	37	58	20	62	21	62	21	291	100
(14) Filmstrips and slides for classwork[d]										
Girls	165	45	67	18	36	10	97	27	365	100
Boys	144	49	59	20	35	12	53	18	291	100
(15) Books for recreation[e]										
Girls	257	70	98	27	2	1	8	2	365	100
Boys	216	74	58	20	9	3	7	2	290	100
(19) AV equipment for recreational materials[f]										
Girls	67	18	16	4	124	34	157	43	364	100
Boys	57	20	32	11	93	32	109	37	291	100
(21) Duplicate copies[g]										
Girls	141	39	. .	.	145	40	75	21	361	98
Boys	103	35	. .	.	97	33	83	28	283	97

TABLE 15—Continued

(Seniors' opinions) Availability of media		Yes		Yes, but more needed		No		Do not know		Total	
		No.	%	No.	%	No.	%	No.	%	No.[a]	%
(20)	Materials on microfilm[h]										
	Girls	62	17	12	3	70	19	219	60	363	100
	Boys	69	24	23	8	91	31	108	37	291	100
(24)	VTR[i]										
	Girls	113	31	35	10	44	12	171	47	363	100
	Boys	94	32	33	11	67	23	97	33	291	100
(25)	Students may use VTR[j]										
	Girls	59	16	. . .		34	9	71	20	365*	99
	Boys	58	20	. . .		43	15	38	13	292	99
(26)	Student use of television[k]										
	Girls	39	11	31	9	213	58	82	23	365	100
	Boys	34	12	45	15	158	54	55	19	292	100

[a] N = Girls, 365
Boys, 292

[b] x^2, 9.563; Degrees of freedom, 3; Level of significance, .05.

[c] x^2, 13.895; Degrees of freedom, 4; Level of significance, .01.

[d] x^2, 7.842; Degrees of freedom, 4; Level of significance, .05.

[e] x^2, 12.373; Degrees of freedom, 4; Level of significance, .01.

[f] x^2, 11.258; Degrees of freedom, 4; Level of significance, .05.

TABLE 15—Continued

[g]x^2, 9.776; Degrees of freedom, 3; Level of significance, .05.

[h]x^2, 37.602; Degrees of freedom, 5; Level of significance, .01.

[i]x^2, 19.464; Degrees of freedom, 4; Level of significance, .01.

[j]x^2, 9.719; Degrees of freedom, 4; Level of significance, .05.

[k]x^2, 8.389; Degrees of freedom, 3; Level of significance, .05.

*Question 25 instructed students who answered "no" or "do not know" to question 24 relating to the availability of VTR materials in the media center to mark no. 10 on the answer sheet. These responses are included in the totals for no. 25:

	Total	
	no.	%
girls	197	54
boys	149	51

boys agreeing with them. Also in the area of media for recreational use, neither girls nor boys felt the media center made audiovisual equipment available for recreational purposes. One-third, 34 percent of the girls and 32 percent of the boys, answered in the negative while 43 percent of the girls and 37 percent of the boys responded that they did not know whether such service was available.

Boys were slightly more aware of the availability of microfilm than girls; however, the "do not know" column is high for this less traditional print form with 60 percent of the girls not knowing and 37 percent of the boys agreeing with them.

Two questions were asked about the availability of VTR: its availability in the media center and its access for student use. Table 15 reports the responses to these questions. Answers would indicate that VTR is becoming a recognized instructional tool in the high schools and that students are allowed to use VTR materials in the center. As was true, however, for most questions relating to audiovisual materials, a large number of the seniors did not know about the availability of these materials. The percentages for not knowing about this medium also revealed another consistency. Fewer boys than girls were unfamiliar with the availability of audiovisual media. In the case of VTR, 47 percent of the girls reported that they did not know, but only 33 percent of the boys reported that they did not know.

Table 16 summarizes the remainder of the responses for which there was a significant relationship between the items of accessibility and the sex of the responding senior. More than two-thirds of both boys and girls either responded negatively or that they did not know whether the media center was open before school officially opened each

TABLE 16

AVAILABILITY OF RESOURCES (EXCEPT MEDIA) BY SEX OF RESPONDENT

	(Seniors' opinions) Variables of accessibility	Yes		Yes, but more needed		No		Do not know		Total	
		No.	%	No.	%	No.	%	No.	%	No.[a]	%
(33)	Open 30 minutes before school[b]										
	Girls	112	31	. . .	.	119	33	129	35	360	99
	Boys	77	26	. . .	.	100	34	105	36	282	96
(38)	Open during summer vacation[c]										
	Girls	16	4	. . .	.	269	74	80	22	365	100
	Boys	17	6	. . .	.	189	65	80	27	286	98
(41)	Materials circulate over vacation periods[d]										
	Girls	203	56	. . .	.	82	23	78	21	363	100
	Boys	131	45	. . .	.	85	29	74	25	290	99
(45)	AV equipment stored for ease of location[e]										
	Girls	130	36	. . .	.	96	26	136	37	362	99
	Boys	124	43	. . .	.	89	31	75	26	288	99
(49)	Availability to center from study hall[f]										
	Girls	237	65	. . .	.	98	27	27	7	362	99
	Boys	179	61	. . .	.	103	35	8	3	290	99

TABLE 16–Continued

(Seniors' opinions) Variables of accessibility	Yes		Yes, but more needed		No		Do not know		Total	
	No.	%	No.	%	No.	%	No.	%	No.[a]	%
(55) Small group access to media center[g]										
Girls	143	39	168	46	27	7	27	7	365	100
Boys	123	42	127	44	32	11	10	3	291	100
(61) Teachers recommend materials for recreation[h]										
Girls	50	14	96	26	162	44	57	16	365	100
Boys	55	19	96	33	96	33	45	15	292	100

[a] N = Girls, 365
Boys, 292

[b] x^2, 8.353; Degrees of freedom, 4; Level of significance, .05.

[c] x^2, 12.042; Degrees of freedom, 3; Level of significance, .01.

[d] x^2, 9.014; Degrees of freedom, 4; Level of significance, .05.

[e] x^2, 10.199; Degrees of freedom, 3; Level of significance, .01.

[f] x^2, 10.747; Degrees of freedom, 3; Level of significance, .01.

[g] x^2, 7.417; Degrees of freedom, 3; Level of significance, .05.

[h] x^2, 10.553; Degrees of freedom, 3; Level of significance, .01.

day. A large percentage of both sexes, 74 percent of the girls and 65 percent of the boys, reported that media centers were not open during summer vacation. Approximately one-half of the seniors, 56 percent of the girls and 45 percent of the boys, believed that students were permitted to check out materials for use over vacation periods.

Both boys and girls agreed further that the study hall was still a major avenue of access to the media center during the school day. They also agreed in about equal numbers that while teachers did permit small groups of students to go from the classroom to work in the school media center, more could do so. More boys than girls believed audiovisual equipment was stored for ease of location, but once again, the negative responses and the "do not know" responses were high.

Librarians have generally been supported by school media standards and the literature in the field in their belief that the school generally has a responsibility for materials guidance for recreational as well as for class use. Students involved in this survey did not believe that teachers assumed this responsibility. While 33 percent of the boys and 26 percent of the girls believed more teacher recommendation for recreational purposes could have been done, 33 percent of the boys and 44 percent of the girls did not believe that such guidance was given.

Significant relationships were not found between sex of respondent and 34 of the 50 accessibility items. The 34 items related to the availability of: newspapers for classwork; magazines for classwork; newspapers and magazines for recreational use; filmstrips, slides, and other visual media for recreational use; audiovisual equipment for classwork; paperbacks reserve shelf or section; student production facilities; librarians to help find materials; librarians willing to help find materials; media center retrieval skills instruction; staff instruction on use of audiovisual equipment; librarians willing to recommend materials for recreational use; media center during lunch hour; media center 30 minutes after school closes; media center on Saturday; media center during evening hours; reference materials for circulation; circulation of audiovisual media for home use; media center facilities easily accessible for most students; special areas for use of audiovisual materials; a comfortable media center; films secured through interfacility loans; interfacility loans for students; school policy for use of media center when no study hall available; encouragement of individual student use of media center for classwork; encouragement of individual student use of media center for recreational purposes; teacher arrangement for classes to use media center; teacher encouragement of individual student use of media center; teacher communication of classroom instruction to media staff; teacher use of films; filmstrips, and recordings in classroom; and teacher discussion and recommendation of materials in media center for classwork.

Student Academic Rank and Opinions of Accessibility

A third question raised by the study related to the relationship between a student's estimate of his/her standing in the senior class and his/her opinions held toward the accessibility of media. Twenty-eight items relating to this question were found to be significant: 20 at the .01 confidence level and eight at the .05 level.

Items significant at the .01 level are those relating to the availability of: books for classwork, duplicate copies, paperbacks, a reserve shelf or section, VTR materials for student use, librarians willing to help students find materials, media center facilities 30 minutes after school and on Saturdays, circulation of audiovisual materials for home use, circulation of materials for over vacation periods, facilities easily accessible for most students, special areas for use of audiovisual materials, a comfortable media center. encouragement of students to use the media center when needed for classwork, teacher arrangements for classes to use materials in the media center, encouragement of small group work in the media center, teacher discussion and recommendation of materials for classwork, teacher discussion and recommendation of materials for recreational purposes.

Items significant at the .05 level are those relating to the availability of: newspapers and magazines for recreational use, student production facilities, media center retrieval skills, media center facilities during the lunch hour, materials arranged for ease of use, school policy for use of media center when no study hall was available, teacher notification of subjects studied in class, and teacher use of audiovisual materials in the classroom.

Tables 17-22 present the significant data relating to the variable of student academic rank. Table 17 indicates that the overall availability of duplicate copies and paperbacks was less than for books for classwork and newspapers and magazines for recreation. Students did not appear to be satisfied with the number of duplicate copies. When grouped by academic rank, less than one-half of all ranks reported the availability of duplicate copies. Forty percent of the top students, 43 percent of the middle group, 28 percent of the lower third, and 21 percent of the "do not knows" reported not enough duplicate copies, while a sizable group ranging from 20 percent at the top

TABLE 17

AVAILABILITY OF MEDIA, BY ACADEMIC RANK

	(Seniors' opinions) Media	Standing	Yes		Yes, but more needed		No		Do not know		Total	
			No.	%	No.	%	No.	%	No.	%	No.[a]	%
(10)	Books for classwork[b]	top 1/3	112	54	91	44	5	2	1	1	209	100
		mid. 1/3	170	60	103	36	7	3	4	1	284	100
		low 1/3	16	55	12	41	0	0	1	3	29	100
		do not know	84	63	44	33	2	2	4	3	134	100
(16)	Newspapers and magazines for recreation[c]	top 1/3	148	71	45	22	7	3	9	4	209	100
		mid. 1/3	185	65	58	20	22	8	19	7	284	100
		low 1/3	17	59	7	24	4	14	1	3	29	100
		do not know	86	64	21	16	7	5	19	14	133	100
(21)	Duplicate copies[d]	top 1/3	81	39	.	. .	84	40	41	20	206	100
		mid. 1/3	97	34	.	. .	122	43	60	21	279	98
		low 1/3	12	41	.	. .	8	28	8	28	28	100
		do not know	54	40	.	. .	28	21	48	36	130	97
(22)	Paperbacks[e]	top 1/3	103	49	84	40	7	3	15	7	209	100
		mid. 1/3	145	51	102	36	16	6	21	7	204	100
		low 1/3	14	48	10	35	1	3	3	10	28	100
		do not know	75	56	34	25	11	8	14	10	134	100
(25)	Student use of VTR[f]	top 1/3	46	22	23	11	30	14	1	1	209*	100
		mid. 1/3	39	14	41	14	47	17	5	2	284	100
		low 1/3	7	24	1	3	5	17	0	0	29	100
		do not know	25	19	12	9	27	20	1	1	134	100

TABLE 17—Continued

(Seniors' opinions) Media	Standing	Yes No.	Yes %	Yes, but more needed No.	Yes, but more needed %	No No.	No %	Do not know No.	Do not know %	Total No.[a]	Total %
(26) Student use of TV in media center[g]	top 1/3	17	8	22	11	130	62	40	19	209	100
	mid. 1/3	30	11	42	15	159	56	53	19	284	100
	low 1/3	3	10	1	3	18	62	7	24	29	100
	do not know	23	17	10	8	64	48	37	28	134	100

[a] Top 1/3 N = 209
Middle 1/3 N = 284
Lower 1/3 N = 29
Do not know N = 134

[b] x^2, 52.336; Degrees of freedom, 12; Level of significance, .01.

[c] x^2, 29.522; Degrees of freedom, 16; Level of significance, .05.

[d] x^2, 29.903; Degrees of freedom, 12; Level of significance, .01.

[e] x^2, 34.852; Degrees of freedom, 16; Level of significance, .01.

[f] x^2, 95.002; Degrees of freedom, 16; Level of significance, .01.

[g] x^2, 27.393; Degrees of freedom, 12; Level of significance, .01.

*Question 25 instructed students who answered "no" or "do not know" to question 24, which related to the availability of VTR materials in the media center, to mark no. 10 on the answer sheet. These responses are included in the totals for no. 25:

Standing	No.	%
Top 1/3	109	52
Middle 1/3	152	54
Lower 1/3	16	55
Do not know	69	52

to 36 percent of the "do not know" category reported they did not know whether there were enough duplicate copies.

Data on perceptions of paperbacks were similar to findings dealing with books for classwork and newspapers and magazines for recreation. Students at all levels of achievement were about equally divided about the availability of paperback format: nearly one-half believed there were enough such editions and from 25 percent to 40 percent believed there should be more.

Table 18 summarizes significant data relating to two accessibility items dealing with perceptions of the availability of professional staff held by students grouped by academic rank. As has been true also of other categories, seniors, when grouped by academic rank, were largely satisfied with the librarians' availability to help them find materials for classwork. Also consistent was the drop in satisfaction when students were queried about the librarians' role in teaching students how to use the media center. In this area, 49 percent of the top one-third reported such programs and service. The "yes" responses moved upward through the academic ranks to 58 percent of the "do not know" category. From 17 percent of the "do not know" category to 32 percent of the top one-third of the students desired more such help.

As reported in Table 19, when grouped by academic rank, seniors agreed generally that media center facilities were available during the noon hour but were not available on Saturday. However, only about 50 percent believed the media center was open after school (except the "do not know" category of which only 37 percent believed this was true). A significant number in all categories of academic rank reported that

TABLE 18

AVAILABILITY OF STAFF, BY ACADEMIC RANK

	(Seniors' opinions) Staff	Standing	Yes		Yes, but more needed		No		Do not know		Total	
			No.	%	No.	%	No.	%	No.	%	No.[a]	%
(29)	Librarians willing to help find materials[b]	top 1/3	195	93	. . .		8	4	6	3	209	100
		mid. 1/3	261	92	. . .		14	5	8	3	283	100
		low 1/3	26	90	. . .		1	3	1	3	28	100
		do not know	117	87	. . .		6	5	9	7	132	100
(30)	Librarians teach retrieval skills[c]	top 1/3	103	49	68	33	29	14	9	4	209	100
		mid. 1/3	151	53	76	27	42	15	15	5	284	100
		low 1/3	15	52	9	31	5	17	0	0	29	100
		do not know	78	58	23	17	18	13	15	11	134	100

[a] Top 1/3 N = 209
Middle 1/3 N = 284
Lower 1/3 N = 29
Do not know N = 134

[b] x^2, 33.136; Degrees of freedom, 12; Level of significance, .01.

[c] x^2, 23.993; Degrees of freedom, 12; Level of significance, .05.

TABLE 19

AVAILABILITY OF MEDIA CENTER FACILITIES THROUGH REGULAR AND EXTENDED HOURS OF SERVICE AND SCHEDULING, BY ACADEMIC RANK

	(Seniors' opinions) Availability of facilities	Standing	Yes		Yes, but more needed		No		Do not know		Total	
			No.	%	No.	%	No.	%	No.	%	No.[a]	%
(27)	Local production facilities[b]	top 1/3	40	19	37	18	80	38	52	25	209	100
		mid. 1/3	65	23	34	12	94	33	91	32	284	100
		low 1/3	5	17	3	10	8	28	13	45	29	100
		do not know	24	18	14	10	35	26	61	46	134	100
(34)	Open during lunch hour[c]	top 1/3	166	79	. . .		25	12	18	9	209	100
		mid. 1/3	216	76	. . .		32	11	34	12	282	99
		low 1/3	18	62	. . .		3	10	7	24	28	100
		do not know	106	79	. . .		9	7	18	13	133	100
(35)	Open thirty minutes after school[d]	top 1/3	119	57	. . .		36	17	51	24	206	99
		mid. 1/3	149	53	. . .		43	15	88	31	280	98
		low 1/3	15	52	. . .		4	14	10	35	29	100
		do not know	50	37	. . .		21	16	61	46	82	61
(36)	Saturday service[e]	top 1/3	4	2	. . .		189	90	16	8	209	100
		mid. 1/3	11	4	. . .		235	83	37	13	283	100
		low 1/3	1	3	. . .		24	83	3	10	28	96
		do not know	3	2	. . .		113	84	17	13	133	99

TABLE 19—Continued

(Seniors' opinions) Availability of facilities	Standing	Yes No.	Yes %	Yes, but more needed No.	Yes, but more needed %	No No.	No %	Do not know No.	Do not know %	Total No.[a]	Total %
(50) Availability of center from study hall[f]	top 1/3	68	33	. . .		115	55	24	12	207	100
	mid. 1/3	97	34	. . .		147	52	37	13	281	100
	low 1/3	8	28	. . .		13	45	8	28	29	100
	do not know	37	28	. . .		60	49	37	28	134	100
(51) Students encouraged to use center for classwork[g]	top 1/3	117	56	57	27	34	16	1	1	209	100
	mid. 1/3	141	50	83	29	50	18	10	4	284	100
	low 1/3	16	55	4	14	9	31	0	0	29	100
	do not know	72	54	26	19	24	18	12	9	134	100
(53) Classes use center[h]	top 1/3	104	50	97	46	5	2	3	1	209	100
	mid. 1/3	141	50	125	44	15	5	3	1	284	100
	low 1/3	13	45	13	45	2	7	1	3	29	100
	do not know	71	53	50	37	6	5	7	5	134	100
(55) Small groups from classroom encouraged to use media center[i]	top 1/3	77	37	111	53	10	5	11	5	209	100
	mid. 1/3	114	40	124	44	32	11	14	5	284	100
	low 1/3	12	41	13	45	3	10	1	3	29	100
	do not know	63	47	47	35	13	10	11	8	134	100

[a] Top 1/3 N = 209
Middle 1/3 N = 284
Lower 1/3 N = 29
Do not know N = 134

TABLE 19—*Continued*

[b] x^2, 23.748; Degrees of freedom, 12; Level of significance, .05.

[c] x^2, 28.299; Degrees of freedom, 16; Level of significance, .05.

[d] x^2, 83.708; Degrees of freedom, 12; Level of significance, .01.

[e] x^2, 45.018; Degrees of freedom, 12; Level of significance, .01.

[f] x^2, 26.017; Degrees of freedom, 16; Level of significance, .05.

[g] x^2, 29.992; Degrees of freedom, 12; Level of significance, .01.

[h] x^2, 55.493; Degrees of freedom, 12; Level of significance, .01.

[i] x^2, 26.375; Degrees of freedom, 12; Level of significance, .01.

they did not know whether the facility was open: 24 percent of the top one-third, 31 percent of the middle one-third, 35 percent of the lower one-third, and 46 percent of the "do not know" category.

Approximately one-half of the seniors in the lower one-third category reported that students were encouraged to use the center for classwork as individuals and as members of classes. However, many seniors in all categories felt the need of more encouragement to individual students. These percentages ranged from 14 percent for the lower one-third of the classes and 19 percent of the "do not know" category to 27 percent for the top one-third of the seniors and 29 percent of the middle one-third of the class. Even a higher percentage of seniors believed increased classwork could have been done in the media center: 46 percent of the top one-third, 44 percent of the middle one-third, 45 percent of the lower one-third, and 37 percent of the "do not know" category.

The picture is little different when looking at the availability of the center to students as members of small groups which go from the classroom to work in the media center. This type of flexible use was available according to more than 80 percent of all groups. However, from 35 percent of the "do not know" category to 53 percent of the top one-third of the class wished this opportunity were more available to students.

Facilities for student production of posters, slides, transparencies, etc. are reported with this section on facilities. (Table 19) While production facilities were reported as available by 27 percent to 37 percent of the students when combining the "yes" responses, large numbers answered in the negative. Production facilities were reported as unavailable by 26 percent of those in the "do not know" category, 28 percent in the lower one-third, 33 percent in the middle third, and 38 percent in the top one-third. Again, when dealing with audiovisual materials, large numbers of students did not know whether facilities were available. From 25 percent in the top one-third to 46 percent in the "do not know" category reported ignorance of facilities and opportunities for student production.

Responses to questions dealing with the accessibility of materials from a reserve shelf, circulation of audiovisual materials for home use, and materials for use over vacation were significant at the .01 level. The data for this section, reported in Table 20, on loan policies revealed that a relatively high number of students did not know whether such services existed. For instance, the percentages of those who did not know about the circulation of audiovisual materials rose from 37 percent for the top one-third of the class to 39 percent for the middle one-third, 41 percent for the lower one-third, and 42 percent for the "do not know" category. The data also indicates that only about one-third of the seniors in all ranks thought that reserve collections were available. However, only about one-fourth of each of the top and middle ranks wished for more such collections.

Noteworthy is that from nearly one-third to nearly two-thirds of the seniors at all academic achievement levels felt that materials were available for circulation over vacation periods. Less surprising was the very low percentage of seniors who believed that audiovisual materials circulated outside the school building: from a low of three percent of the lower one-third of the class to 12 percent of the top one-third.

TABLE 20

AVAILABILITY OF RESOURCES THROUGH CIRCULATION POLICIES, BY ACADEMIC RANK

(Seniors' opinions) Circulation and loan		Standing	Yes		Yes, but more needed		No		Do not know		Total	
			No.	%	No.	%	No.	%	No.	%	No.[a]	%
(23)	Reserve shelf[b]	top 1/3	62	30	56	27	45	22	46	22	209	100
		mid. 1/3	90	32	80	28	33	12	81	29	284	100
		low 1/3	11	38	6	21	3	10	9	31	29	100
		do not know	47	35	23	17	14	10	50	37	134	100
(40)	AV materials circulate for home use[c]	top 1/3	24	12	.	.	106	51	77	37	207	99
		mid. 1/3	26	9	.	.	145	51	110	39	281	99
		low 1/3	1	3	.	.	16	55	12	41	29	100
		do not know	12	9	.	.	64	48	56	42	132	99
(41)	Materials circulate over vacations[d]	top 1/3	126	60	.	.	47	23	35	17	208	100
		mid. 1/3	134	47	.	.	84	30	64	23	282	100
		low 1/3	9	31	.	.	7	24	13	45	29	100
		do not know	65	49	.	.	29	22	39	29	133	100

[a] Top 1/3 N = 209
Middle 1/3 N = 284
Lower 1/3 N = 29
Do not know N = 134

[b] x^2, 25.939; Degrees of freedom, 12; Level of significance, .01.

[c] x^2, 100.164; Degrees of freedom, 6; Level of significance, .01.

[d] x^2, 30.252; Degrees of freedom, 16; Level of significance, .01.

As shown in Table 21, when seniors were grouped by academic rank, their opinions revealed media center facilities that were located for easy accessibility, were comfortable, and contained materials which two-thirds or more believed were arranged for ease of location. As has been consistent for all groupings, a substantial number of seniors acknowledged either that audiovisual equipment was unavailable or that they did not know whether it was available.

When negative and "do not know" responses are combined for each of the two questions dealing with audiovisual media, it is revealed that large percentages of the seniors had a negative perception or did not know about the resources that assist in making a traditional library a media center. According to the responses, 42 percent of the top one-third of the seniors, 40 percent of the middle one-third, 59 percent of the lower one-third, and 44 percent of the seniors who did not know their rank responded in a negative fashion. When considering the location of audiovisual equipment for ease of use, negative and "do not know" responses were as follows: 62 percent, top one-third; 58 percent, middle one-third; 62 percent, lower one-third; and 63 percent, "do not know".

Table 22 summarizes the data for items for which there was a significant relationship between the academic rank of seniors and opinions of the accessibility of resources as a result of teacher use, planning, and recommendation. Questions dealing with teacher discussion and recommendation of materials for classwork and recreational use were significant at the .01 level of confidence. Questions dealing with teacher notification of media staff regarding subjects being studied in class and teacher use of audiovisual materials in instruction were

TABLE 21

AVAILABILITY OF MEDIA CENTER FACILITIES THROUGH THEIR LOCATION, DESIGN AND ARRANGEMENT, BY ACADEMIC RANK

	Location, design and arrangement	Standing	Yes		Yes, but more needed		No		Do not know		Total	
			No.	%	No.	%	No.	%	No.	%	No.[a]	%
(42)	Facilities easily accessible[b]	top 1/3	193	92	. .	.	14	7	1	1	208	100
		mid. 1/3	259	91	. .	.	18	6	5	2	282	99
		low 1/3	26	90	. .	.	3	10	0	0	29	100
		do not know	114	85	. .	.	9	7	11	8	134	100
(43)	Special areas for use of AV[c]	top 1/3	121	58	. .	.	62	30	25	12	208	100
		mid. 1/3	168	59	. .	.	49	17	66	23	283	100
		low 1/3	12	41	. .	.	7	24	10	35	29	100
		do not know	73	55	. .	.	19	14	40	30	132	99
(44)	Materials arranged for ease of location[d]	top 1/3	137	66	55	26	8	4	9	4	209	100
		mid. 1/3	182	64	76	27	10	4	16	6	284	100
		low 1/3	24	83	2	7	3	10	0	0	29	100
		do not know	88	66	22	16	11	8	12	9	133	99
(45)	AV equipment located for ease of use[e]	top 1/3	77	37	. .	.	70	34	59	28	206	99
		mid. 1/3	117	41	. .	.	74	26	91	32	282	99
		low 1/3	11	38	. .	.	9	31	9	31	29	100
		do not know	49	37	. .	.	32	24	52	39	133	99
(46)	Center comfortable[f]	top 1/3	171	82	. .	.	35	17	3	1	209	100
		mid. 1/3	227	80	. .	.	50	18	5	2	282	99
		low 1/3	23	79	. .	.	5	17	1	3	29	100
		do not know	101	75	. .	.	21	16	11	8	133	99

TABLE 21—Continued

[a] Top 1/3 N = 209
Middle 1/3 N = 284
Lower 1/3 N = 29
Do not know N = 134

[b] x^2, 37.354; Degrees of freedom, 12; Level of significance, .01.

[c] x^2, 36.042; Degrees of freedom, 12; Level of significance, .01.

[d] x^2, 25.327; Degrees of freedom, 16; Level of significance, .05.

[e] x^2, 101.093; Degrees of freedom, 12; Level of significance, .01.

[f] x^2, 180.499; Degrees of freedom, 12; Level of significance, .05.

TABLE 22

AVAILABILITY OF RESOURCES THROUGH FACULTY-MEDIA CENTER STAFF PLANNING FOR USE, BY ACADEMIC RANK

(Seniors' opinions) Planning	Standing	Yes		Yes, but more needed		No		Do not know		Total	
		No.	%	No.	%	No.	%	No.	%	No.[a]	%
(56) Teachers notify librarians of classwork[b]	top 1/3	79	38	61	29	20	10	49	23	209	100
	mid. 1/3	119	42	49	17	34	12	82	29	284	100
	low 1/3	10	35	8	28	2	7	9	31	29	100
	do not know	62	46	19	14	10	8	43	32	134	100
(57) Teachers use AV materials in instruction[c]	top 1/3	136	65	69	33	2	1	2	1	209	100
	mid. 1/3	186	66	85	30	6	2	7	3	284	100
	low 1/3	16	55	9	31	3	10	1	3	29	100
	do not know	101	75	28	21	2	2	3	2	134	100
(60) Teachers discuss and recommend materials for classwork[d]	top 1/3	61	29	102	49	37	18	9	4	209	100
	mid. 1/3	111	39	114	40	36	13	23	8	284	100
	low 1/3	12	41	8	28	7	24	2	7	29	100
	do not know	54	40	42	31	16	12	22	16	134	100
(61) Teachers discuss and recommend materials for recreation[e]	top 1/3	20	10	70	34	94	45	25	12	209	100
	mid. 1/3	49	17	88	31	106	37	41	14	284	100
	low 1/3	8	28	6	21	12	41	3	10	29	100
	do not know	28	21	27	20	46	34	33	25	134	100

TABLE 22-Continued

[a] Top 1/3 N = 209
Middle 1/3 N = 284
Lower 1/3 N = 29
Do not know N = 134

[b] x^2, 22.479; Degrees of freedom, 12; Level of significance, .05.

[c] x^2, 20.374; Degrees of freedom, 12; Level of significance, .05

[d] x^2, 32.157; Degrees of freedom, 12; Level of significance, .01.

[e] x^2, 31.109; Degrees of freedom, 12; Level of significance, .01.

significant at the .05 level.

From one-half to two-thirds of the seniors responded that teachers did use audiovisual materials in instruction. However, their perceptions of accessibility via teacher notification of media staff of classwork and teacher discussion and recommendation of materials for classwork and recreational use were less affirmative.

Of the 67 percent of the top one-third of the seniors responding affirmatively to the question about teachers notifying the media staff about classwork, 29 percent wished teachers would do more communication with the media staff. Agreeing with them were 17 percent of the middle one-third of the seniors, 28 percent of the lower one-third category and 14 percent of the seniors who did not know their academic rank.

Throughout the study, the "do not know" responses have been of special interest to the investigator. The highest percentage of "do not know" responses in this section are reported for the question relating to teacher-media staff communication. According to 23 percent of the top one-third of the seniors to 32 percent of the students who did not know their rank there was no evidence of teacher communication to media staff of content being studied in the classroom.

The desire for more teacher involvement in making materials accessible grows greater with the question dealing with teacher recommendation of materials for classwork. This is revealed in the percentages of the responses in the "yes, but more needed" column where 49 percent of the top one-third responded supported by 40 percent of the middle one-third, 28 percent of the lower one-third, and 31 percent of the "do not know" category.

The largest percentages of negative answers were in response to the question dealing with teacher discussion and recommendation of materials for recreational use. Here 45 percent of the top one-third, 37 percent of the middle one-third, 41 percent of the lower one-third, and 34 percent of the "do not know" category responded that teachers did not discuss and recommend materials for recreational use. It should be noted that the highest number of affirmative answers to this question came from seniors in the lower one-third of the class: 20 percent as opposed to 10 percent of the top one-third, 17 percent of the middle one-third, and 21 percent of the "do not know" category.

Significant relationships were not found between student academic rank and 22 of the 50 accessibility items. The 22 items related to the availability of: newspapers for classwork; magazines for classwork; recordings for classwork; filmstrips, slides, and other visual media for classwork; books for recreational use; audiovisual equipment for classwork; audiovisual equipment for recreational materials; microfilm; VTR materials; librarians to help students find materials; staff instruction on use of audiovisual equipment; librarians willing to recommend materials for recreational use; media center 30 minutes before school begins; media center during evening hours; media center during summer vacations; reference materials for circulation; films secured through interfacility loans; interfacility loans for students; study hall; encouragement of individual students to use media center for recreational purposes; and teacher encouragement of individual students to use media center.

User Status and the Accessibility of Resources

When the data were analyzed in terms of the respondents' estimate of themselves as media center users, 28 items of accessibility were significant at the .01 level of confidence and eight were significant at the .05 level. Items significant at the .01 level are those relating to the availability of: books, newspapers, recordings, filmstrips, slides, and other visual media for classwork; newspapers and magazines for recreational use; microfilm a reserve shelf or section; VTR materials; VTR materials for student use; willing librarians to help students find materials; media center retrieval skills; willing librarians to recommend materials for recreational use; media center during lunch hour; media center 30 minutes after school; reference materials for circulation; facilities easily accessible for most students; special areas for use of audiovisual materials; convenient location of materials; easy location of audiovisual equipment; a comfortable media center; interfacility loans for students; encouragement of students to use the media center when needed for recreational purposes; teacher arrangements for classes to use materials in the media center teacher encouragement of individual students to use the media center; teacher encouragement of small group work in the media center; and teacher discussion and recommendation of materials for classwork and recreational purposes.

Items significant at the .05 level were those relating to the availability of: magazines for classwork, audiovisual equipment for classwork, duplicate copies, librarians to help students find materials, staff instruction on use of audiovisual equipment, media center facilities on Saturday, films secured through interfacility loan, and study halls.

Data for nine of the items dealing with print and audiovisual media are summarized in Table 23. Regardless of their status as users,

TABLE 23

AVAILABILITY OF MEDIA, BY USER STATUS

(Seniors' opinions) Media	Status as user	Yes		Yes, but more needed		No		Do not know		Total	
		No.	%	No.	%	No.	%	No.	%	No.[a]	%
(10) Books for classwork[b]	yes	110	57	78	40	5	3	0	0	193	100
	no	85	61	42	30	4	3	8	6	139	100
	limited	175	58	120	40	6	2	2	1	303	100
	do not know	12	55	10	46	0	0	0	0	22	100
(11) Newspapers for classwork[c]	yes	133	69	40	21	10	5	10	5	193	100
	no	71	51	33	24	10	7	23	17	137	99
	limited	178	59	65	22	11	4	49	16	303	100
	do not know	13	59	3	14	3	14	3	14	21	100
(12) Magazines for classwork[d]	yes	153	79	38	20	2	1	0	0	193	100
	no	99	71	31	22	3	2	6	4	139	100
	limited	219	72	74	24	4	1	6	2	303	100
	do not know	19	86	2	9	1	5	0	0	22	100
(13) Recordings for classwork[e]	yes	90	47	42	22	27	14	33	17	192	100
	no	50	36	16	12	29	21	43	31	138	100
	limited	92	30	60	20	52	17	99	33	303	100
	do not know	7	32	6	27	3	14	6	27	22	100
(14) Filmstrips and slides for classwork[f]	yes	113	59	38	20	20	10	22	11	193	100
	no	52	37	25	18	19	14	42	30	138	100
	limited	133	44	60	20	31	10	79	26	303	100
	do not know	11	50	3	14	1	5	7	32	22	100

TABLE 23—Continued

	(Seniors' opinions) Media	Status as user	Yes No.	Yes %	Yes, but more needed No.	Yes, but more needed %	No No.	No %	Do not know No.	Do not know %	Total No.[a]	Total %
(16)	Newspapers and magazines for recreation[g]	yes	147	76	34	18	9	5	3	2	193	100
		no	73	53	24	17	18	13	23	17	138	99
		limited	201	66	68	22	13	4	21	7	303	100
		do not know	15	68	6	27	0	0	1	5	22	100
(18)	AV equipment for classwork[h]	yes	122	63	22	11	22	11	27	14	193	100
		no	60	43	18	13	25	18	35	25	138	99
		limited	163	54	36	12	37	12	67	22	303	100
		do not know	10	46	3	14	4	18	5	23	22	100
(20)	Materials on microfilm[i]	yes	56	29	13	7	47	24	76	39	192	100
		no	19	14	7	5	35	25	77	55	138	99
		limited	51	17	14	5	75	25	163	54	303	100
		do not know	5	23	1	5	4	18	11	50	21	95
(21)	Duplicate copies[j]	yes	81	42	. .	. .	72	37	38	20	191	99
		no	40	29	. .	. .	47	34	47	34	134	97
		limited	116	38	. .	. .	116	38	66	22	298	98
		do not know	7	32	. .	. .	7	32	7	32	21	95
(24)	VTR materials in media center[k]	yes	76	39	20	10	42	22	55	29	193	100
		no	38	27	13	9	24	17	63	45	138	98
		limited	89	29	31	10	43	14	139	46	302	99
		do not know	4	18	4	18	2	9	11	50	21	95

TABLE 23—Continued

(Seniors' opinions) Media	Status as user	Yes		Yes, but more needed		No		Do not know		Total	
		No.	%	No.	%	No.	%	No.	%	No.[a]	%
(25) Student use of VTR materials[1]	yes	50	26	20	10	34	18	2	1	193*	100
	no	17	12	19	14	22	16	4	3	139	100
	limited	47	16	34	11	52	17	1	0	303	100
	do not know	3	14	4	18	1	5	1	5	22	100

[a] Yes N = 193
No N = 139
Limited N = 303
Do not know N = 22

$^{b}x^{2}$, 25.389; Degrees of freedom, 9; Level of significance, .01.
$^{c}x^{2}$, 31.304; Degrees of freedom, 12; Level of significance, .01.
$^{d}x^{2}$, 15.100; Degrees of freedom, 9; Level of significance, .05.
$^{e}x^{2}$, 30.125; Degrees of freedom, 12; Level of significance, .01.
$^{f}x^{2}$, 31.646; Degrees of freedom, 12; Level of significance, .01.
$^{g}x^{2}$, 52.699; Degrees of freedom, 12; Level of significance, .01.
$^{h}x^{2}$, 19.686; Degrees of freedom, 12; Level of significance, .05.
$^{i}x^{2}$, 50.699; Degrees of freedom, 15; Level of significance, .01.
$^{j}x^{2}$, 16.623; Degrees of freedom, 9; Level of significance, .05.
$^{k}x^{2}$, 31.983; Degrees of freedom, 12; Level of significance, .01.
$^{l}x^{2}$, 24.601; Degrees of freedom, 12; Level of significance, .01.

TABLE 23-Continued

*Question 25 instructed students who answered "no" or "do not know" to question 24, which related to the availability of video tape recorded materials in the media center, to mark no. 10 on the answer sheet. These responses are included in the totals for no. 25:

Status as user	Total no.	Total %
Yes	87	45
No	77	55
Limited	169	56
Do not know	13	59

well over one-half of the students believed that books, newspapers, and magazines for classwork and newspapers and magazines for recreation were available. Specifically, however, users were more satisfied than nonusers with the availability of newspapers for classwork (users, 69 percent; nonusers, 51 percent) and newspapers and magazines for recreational use (users, 76 percent; nonusers, 53 percent). Also holding true for the data was that when grouped by user status, a significant number of students felt more print material should have been available for classwork. These figures range from 30 percent to 46 percent for those in the user categories wishing for more books for classwork.

One-third of each user category replied that there were not enough duplicate copies of books and 20 percent of the users, 34 percent of the nonusers, 22 percent of the limited users, and 32 percent of the "do not know" category responded that they did not know whether there were enough duplicate copies of books.

Again, students identified microfilm as the least available material resource. When the "yes" and "yes, but more needed" columns were combined, from 20 percent to 30 percent of the respondents believed that microfilm was available. However, 39 percent of the users, 55 percent of the nonusers, 54 percent of the limited users, and 50 percent of the "do not know" category did not know about the availability of this resource.

Data for the user categories revealed that traditional audiovisual materials such as recordings, filmstrips, and slides were less accessible than traditional print forms. While a range of 55 percent to 61 percent of the user categories believed books for classwork were available, only 32 percent to 42 percent reported recordings for classwork as having been available. Slightly higher numbers (37 percent to 59 percent) reported that filmstrips and slides were available, and 18 percent to 39 percent reported the availability of VTR materials in the media center. When asked about student use of VTR materials, the figures continued to drop. While 26 percent of the users reported student use of VTR materials, they were supported by only 12 percent of the nonusers, 16 percent of the limited users, and 14 percent of the "do not know" category.

The figures in the "do not know" column reveal the same type of response, except for opinions on student use of VTR materials and the availability of microfilm. A low of zero responses in this column to questions about the availability of books and magazines for classwork to a high of 50 percent of the "do not know" user category supports the already noted discrepancy in knowledge about the availability of print and audiovisual resources.

Table 24 reports the responses for five accessibility items relating to the availability of staff and the variable of user status.

More than 90 percent of all user categories identified librarians as available and willing to help students. However, when asked specifically about kinds of services given, the percentages dropped. Although 64 percent of the users responded that librarians taught retrieval skills, 44 percent of the nonusers responded that librarians did not do such teaching. The limited users were less critical with 51 percent supporting the existence of a skills teaching service, joined by 59 percent who responded "do not know". About one-fourth of all categories agreed such teaching was done but wished for more such teaching. The percentages continued to drop for staff instruction on tech-

TABLE 24

AVAILABILITY OF STAFF, BY USER STATUS

(Seniors' opinions) Availability of staff	Status as user	Yes		Yes, but more needed		No		Do not know		Total	
		No.	%	No.	%	No.	%	No.	%	No.[a]	%
(28) Librarians available to help students[b]	yes	174	90	15	8	3	2	1	1	193	100
	no	108	78	19	14	7	5	5	4	139	100
	limited	273	90	19	6	6	2	5	2	303	100
	do not know	17	77	3	14	1	5	1	5	22	100
(29) Librarians willing to help students[c]	yes	184	95	.	. .	5	3	4	2	193	100
	no	108	78	.	. .	14	10	15	11	137	98
	limited	286	94	.	. .	11	4	5	2	302	100
	do not know	21	96	.	. .	0	0	0	0	21	95
(30) Librarians teach retrieval skills[d]	yes	120	62	45	23	16	8	12	6	193	100
	no	61	44	35	25	30	22	13	9	139	100
	limited	53	51	91	30	46	15	13	4	303	100
	do not know	13	59	5	23	3	14	1	5	22	100
(31) Students taught use of AV equipment[e]	yes	105	54	.	. .	46	24	39	20	190	98
	no	56	40	.	. .	38	27	38	27	132	95
	limited	134	44	.	. .	80	26	85	28	299	99
	do not know	12	55	.	. .	5	23	4	18	21	95
(32) Librarians available and willing to recommend materials for recreation[f]	yes	106	55	36	19	24	12	27	14	193	100
	no	53	38	18	13	30	22	38	27	139	100
	limited	129	43	76	25	42	14	56	19	303	100
	do not know	8	36	3	14	2	9	9	41	22	100

TABLE 24—Continued

[a] Yes N = 193
No N = 139
Limited N = 303
Do not know N = 22

[b] x^2, 19.011; Degrees of freedom, 9; Level of significance, .05.

[c] x^2, 49.561; Degrees of freedom, 9; Level of significance, .01.

[d] x^2, 22.393; Degrees of freedom, 9; Level of significance, .01.

[e] x^2, 15.247; Degrees of freedom, 9; Level of significance, .05.

[f] x^2, 32.476; Degrees of freedom, 9; Level of significance, .01.

niques of audiovisual equipment operation. For this item, 54 percent of the users responded "yes"; 40 percent of the nonuser category responded "yes", supported by 44 percent of the limited users and 55 percent of the "do not know" category. As the percentages of affirmative responses relating to specific librarian assistance decreased, the percentages in the "do not know" column increased. For example, 41 percent of the seniors who did not know their user status did not know whether librarians recommended materials for recreational use, but only five percent of the same group had not known whether librarians were available to help students. None of the same group had responded that they did not know whether librarians were willing to help students generally.

Table 25 summarizes the availability of media center facilities through regular and extended hours of service as perceived by the four categories of users. All categories of users believed their centers were open 30 minutes before school and not open on Saturdays. Fewer students felt the centers were open after classes ended for the day: 37 percent of the nonusers, 50 percent of the "do not know" category, 54 percent of the limited users, and 56 percent of those who were users. The percentages of those who did not know about the availability of the centers after school rose from 26 percent of the "yes" column to 29 percent of the limited users, 36 percent of the "do not know" category, and 45 percent of the students who claimed to be nonusers.

A comparison of Table 27 with Tables 24, 25, and 26 reveals that student opinions about the accessibility of resources through scheduling were lower than those about the availability of media and staff in the center and access through hours of service. As reported in

TABLE 25

AVAILABILITY OF LIBRARY MEDIA CENTER FACILITIES THROUGH REGULAR AND EXTENDED HOURS OF SERVICE, BY USER STATUS

(Seniors' opinions) Availability of facilities	Status as user	Yes		Yes, but more needed		No		Do not know		Total	
		No.	%	No.	%	No.	%	No.	%	No.[a]	%
(34) Open during lunch hour[b]	yes	168	87	. . .		16	8	8	4	192	99
	no	90	65	. . .		16	12	31	22	137	98
	limited	232	77	. . .		35	12	35	12	302	100
	do not know	16	73	. . .		2	9	4	18	22	100
(35) Open 30 minutes after school[c]	yes	108	56	. . .		32	17	51	26	191	99
	no	52	37	. . .		21	15	62	45	135	97
	limited	162	54	. . .		49	16	89	29	300	99
	do not know	11	50	. . .		2	9	8	36	21	95
(36) Open on Saturdays[d]	yes	6	3	. . .		162	84	25	13	193	100
	no	7	5	. . .		111	80	20	14	138	100
	limited	7	2	. . .		267	88	28	9	302	100
	do not know	0	0	. . .		21	96	0	0	21	95

[a] Yes N = 193
No N = 139
Limited N = 303
Do not know N = 22

[b] x^2, 34.058; Degrees of freedom, 12; Level of significance, .01.

[c] x^2, 20.557; Degrees of freedom, 9; Level of significance, .01.

[d] x^2, 18.676; Degrees of freedom, 9; Level of significance, .05.

Table 26, all categories of users, from 59 percent of the "do not know" category to 72 percent of the "yes" category, perceived that the study hall was a method for student access to the media center. When the "yes" columns and the "yes, but more needed" columns are combined one finds that the majority of seniors believed the media center was available to them as individuals whether it was from a class, as an individual, or as part of a small class group or an entire class.

Access to the center for recreational purposes, however, was viewed as less attainable by all students. While 29 percent of the users viewed the center as accessible for recreational use, 25 percent of the limited users, 23 percent of the "do not know" category, and 19 percent of the nonusers believed it to be accessible for recreational purposes. While almost equal percentages believed more access was needed, from 32 percent of the "do not know" category to 45 percent of the users category believed the centers were not accessible for recreational purposes.

Table 27 reveals that 50 percent and more of all user categories believed reserve service was available to students. Even larger numbers recognized that reference books circulated: 61 percent of the "yes" category, 44 percent of the "no" category, 58 percent of the limited user category, and 41 percent of the "do not know" category. Nearly one-third of all categories, however, believed that reference books did not circulate. Most noticeable, also, is that while one-third of the users felt that interfacility loan service was available, more than 50 percent of all user categories indicated such service was unavailable.

When categorized by level of media center usage, students appeared

TABLE 26

AVAILABILITY OF MEDIA CENTER FACILITIES THROUGH SCHEDULING, BY USER STATUS

(Seniors' opinions) Availability through scheduling	Status as user	Yes		Yes, but more needed		No		Do not know		Total	
		No.	%	No.	%	No.	%	No.	%	No.[a]	%
(49) Availability of study hall[b]	yes	138	72	. .	.	51	26	3	2	192	100
	no	84	60	. .	.	40	29	14	10	138	99
	limited	181	60	. .	.	102	34	17	6	300	100
	do not know	13	59	. .	.	8	36	1	5	22	100
(51) Students encouraged to use media center when need to for classwork[c]	yes	107	55	52	27	33	17	1	1	193	99
	no	70	50	25	18	35	25	9	7	138	99
	limited	158	52	87	29	48	16	10	3	303	100
	do not know	11	50	7	32	1	5	3	14	22	100
(52) Students encouraged to use media center for recreational use[d]	yes	55	29	40	21	87	45	11	6	193	100
	no	27	19	27	19	55	40	30	22	139	100
	limited	77	25	67	22	116	38	42	14	302	100
	do not know	5	23	3	14	7	32	7	32	22	100
(53) Classes use center[e]	yes	111	58	77	40	4	2	1	1	193	100
	no	57	41	66	48	9	7	7	5	139	100
	limited	151	50	132	44	15	5	5	2	303	100
	do not know	10	46	10	46	0	0	2	9	22	100
(54) Teachers send individual students from classroom to use materials[f]	yes	101	52	71	37	14	7	7	4	193	100
	no	50	36	44	32	27	19	18	13	139	100
	limited	127	42	127	42	38	13	11	4	303	100
	do not know	9	41	10	46	1	5	2	9	22	100

TABLE 26—Continued

(Seniors' opinions) Availability through scheduling	Status as user	Yes		Yes, but more needed		No		Do not know		Total	
		No.	%	No.	%	No.	%	No.	%	No.[a]	%
(55) Small groups from classroom[g]	yes	86	45	87	45	11	6	9	5	193	100
	no	43	31	58	42	24	17	14	10	139	100
	limited	129	43	141	47	230	8	10	3	303	100
	do not know	8	36	9	41	1	5	4	18	22	100

[a]
Yes N = 193
No N = 139
Limited N = 303
Do not know N = 22

[b] x^2, 16.951; Degrees of freedom, 9; Level of significance, .05.

[c] x^2, 27.141; Degrees of freedom, 9; Level of significance, .01.

[d] x^2, 27.238; Degrees of freedom, 12; Level of significance, .01.

[e] x^2, 22.903; Degrees of freedom, 9; Level of significance, .01.

TABLE 27

AVAILABILITY OF RESOURCES THROUGH CIRCULATION POLICIES INCLUDING INTERFACILITY LOANS, BY USER STATUS

(Seniors' opinions) Circulation and loan	Status as user	Yes		Yes, but more needed		No		Do not know		Total	
		No.	%	No.	%	No.	%	No.	%	No.[a]	%
(23) Reserve shelf[b]	yes	79	41	54	28	24	12	36	19	193	100
	no	39	28	18	13	24	17	58	42	139	100
	limited	89	29	85	28	42	14	87	29	303	100
	do not know	3	14	8	36	5	23	6	27	22	100
(39) Reference books circulate[c]	yes	117	61	. .	.	59	31	17	9	193	100
	no	61	44	. .	.	46	33	31	22	138	99
	limited	175	58	. .	.	81	27	46	15	302	100
	do not know	9	41	. .	.	7	32	6	27	22	100
(47) Teachers use films from outside school[d]	yes	159	83	. .	.	7	4	27	14	193	100
	no	102	73	. .	.	12	9	24	17	138	99
	limited	223	74	. .	.	17	6	62	21	302	100
	do not know	11	50	. .	.	3	14	8	36	22	100
(48) Interfacility loans[e]	yes	34	18	31	16	20	10	108	56	193	100
	no	11	8	13	9	35	25	80	58	139	100
	limited	27	9	30	10	59	20	187	62	303	100
	do not know	0	0	4	18	6	27	6	55	22	100

[a] Yes N = 193
No N = 139
Limited N = 303
Do not know N = 22

TABLE 27-*Continued*

[b] x^2, 36.994; Degrees of freedom, 9; Level of significance, .01.

[c] x^2, 20.287; Degrees of freedom, 9; Level of significance, .01.

[d] x^2, 17.164; Degrees of freedom, 9; Level of significance, .05.

[e] x^2, 30.141; Degrees of freedom, 9; Level of significance, .01.

to believe that their media centers were accessible through their location, their design, and their arrangement. Table 28 summarizes data which revealed that 80 percent of the nonusers and more than 90 percent of the other user categories believed media facilities were easily accessible to all students. Slightly fewer recognized the centers as comfortable places. These percentages ranged from 66 percent of the nonuser category to 89 percent of the user category.

When analyzing data for other items related to facilities for which statistically reliable relationships were found, it can be seen that there was a declining range of affirmative responses. A range of from 50 percent of the responses in the "do not know" category to 76 percent of those responding as users believed that materials were arranged for ease of location. From 50 percent of the "do not know" category to 66 percent of the users reported special areas for use of audiovisual materials, and from 29 percent of the nonusers to 51 percent of the users reported that audiovisual equipment was located for ease of use by students.

Still consistently apparent is the high number of seniors who did not know about the availability of audiovisual media and facilities. In this specific area, 39 percent of the nonusers and 36 percent of the "do not know" category did not know whether there were special areas for the use of audiovisual materials. Concomittantly, 47 percent of the nonusers, 41 percent of the "do not know" category, 31 percent of the nonusers, and 23 percent of the users did not know whether audiovisual equipment was located for ease of student use.

As shown in Table 29, when grouped by user status, students were more critical of the accessibility of materials through teacher recom-

TABLE 28

AVAILABILITY OF MEDIA CENTER FACILITIES THROUGH THEIR LOCATION, DESIGN, AND ARRANGEMENT, BY USER STATUS

(Seniors' opinions) Location, design and arrangement	Status as user	Yes		Yes, but more needed		No		Do not know		Total	
		No.	%	No.	%	No.	%	No.	%	No.[a]	%
(42) Facilities easily accessible[b]	yes	182	94	. . .		10	5	1	1	193	100
	no	110	80	. . .		15	11	13	9	138	99
	limited	280	92	. . .		19	6	2	1	301	100
	do not know	20	91	. . .		1	5	1	5	22	100
(43) Special areas for use of AV[c]	yes	127	66	. . .		39	20	27	14	193	100
	no	61	44	. . .		22	16	54	39	137	99
	limited	175	58	. . .		74	24	52	17	301	99
	do not know	11	50	. . .		3	14	8	36	22	100
(44) Materials arranged for ease of location[d]	yes	147	76	38	20	4	2	4	2	193	100
	no	75	54	28	20	14	10	21	15	138	99
	limited	199	66	82	27	13	4	9	3	303	100
	do not know	11	50	7	32	1	5	3	14	22	100
(45) AV equipment located for ease of use[e]	yes	99	51	. . .		49	25	44	23	192	100
	no	40	29	. . .		31	22	65	47	136	98
	limited	105	35	. . .		102	34	93	31	300	100
	do not know	10	46	. . .		3	14	9	41	22	100
(46) Center comfortable[f]	yes	171	89	. . .		20	10	2	1	193	100
	no	91	66	. . .		36	26	10	7	137	98
	limited	245	81	. . .		51	17	5	2	301	100
	do not know	15	68	. . .		4	18	3	14	22	100

TABLE 28—*Continued*

[a] Yes N = 193
No N = 139
Limited N = 303
Do not know N = 22

[b] x^2, 40.591; Degrees of freedom, 9; Level of significance, .01.

[c] x^2, 43.516; Degrees of freedom, 9; Level of significance, .01.

[d] x^2, 58.663; Degrees of freedom, 12; Level of significance, .01.

[e] x^2, 37.705; Degrees of freedom, 9; Level of significance, .01.

[f] x^2, 40.807; Degrees of freedom, 9; Level of significance, .01.

TABLE 29

AVAILABILITY OF RESOURCES THROUGH FACULTY-MEDIA CENTER STAFF PLANNING FOR USE, BY USER STATUS

(Seniors' opinions) Faculty-staff planning	Status as user	Yes		Yes, but more needed		No		Do not know		Total	
		No.	%	No.	%	No.	%	No.	%	No.[a]	%
(60) Teachers recommend materials for classwork[b]	yes	76	39	78	40	28	15	11	6	193	100
	no	43	31	45	32	28	20	23	17	139	100
	limited	112	37	134	44	40	13	17	6	303	100
	do not know	7	32	10	46	0	0	5	23	22	100
(61) Teachers recommend materials for recreation[c]	yes	36	19	65	34	73	38	19	10	193	100
	no	26	19	21	15	53	38	39	28	139	100
	limited	39	13	104	34	125	41	35	12	303	100
	do not know	4	18	2	9	7	32	9	41	22	100

[a] Yes N = 193
No N = 139
Limited N = 303
Do not know N = 22

[b] x^2, 32.253; Degrees of freedom, 9; Level of significance, .01.

[c] x^2, 50.994; Degrees of freedom, 9; Level of significance, .01.

mendation than they were of any other grouping of accessibility characteristics. A high number of students believed teachers should make more recommendations of media center materials.[1] A range of 32 percent to 46 percent responded that more of this type of teacher recommendation should be made. Moreover, 20 percent of the nonusers believed teachers made no recommendations while 23 percent of the "do not know" category and 17 percent of the nonusers did not know whether teachers provided such assistance.

Once again, the lack of attention paid by professional staff, whether teachers or librarians, to materials for recreational use by students is noteworthy. Fewer than 20 percent of all user categories believed without qualification that their teachers recommended materials for recreational use. Over 30 percent of both the users and the limited users believed more such suggestions could be made. Moreover, 41 percent of the limited users, 38 percent of the nonusers, 38 percent of the users, and 32 percent of the "do not know" category chose the negative response to this question. Two user categories have high percentages in the "do not know" column for this item: 41 percent of the "do not know" category and 28 percent of the nonusers.

Significant relationships were not found between media center user status and 14 items of accessibility. Those 14 items related to the availability of: books for recreation; filmstrips and recordings for recreational use; audiovisual equipment for recreational materials; paperbacks; television for student use; student production facilities; media center 30 minutes before school begins; media center during evening hours; media center during summer vacations; audiovisual materials for home use; materials for use over vacation periods; school policy for use of media center when no study hall available; teacher communication of classroom instruction to media staff; and teacher use of films, filmstrips, and recordings in the classroom.

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[1] This belief was supported in the small group interviews and is described in Chapter 5.

Prior School Media Center Experience and the Accessibility of Resources

Prior school media experience was defined as elementary school library experience and junior high school library experience. For each level, students were asked to remember whether their school had only an area for a library or an area administered by an adult. A third choice of "no/do not remember" was also provided.

Availability of Elementary Media Centers

A significant relationship was found between the variable of prior media center experience in the elementary school and 20 of the 50 items of accessibility. Twelve items were significant at the .01 level of confidence. The 12 items related to the availability of: books for classwork, filmstrips and recordings for recreational use, microfilm, student use of VTR, television for student use, willing librarians to help students, media center 30 minutes after school closes, media center open on Saturday, circulation of audiovisual media for home use, easy location of audiovisual equipment, a comfortable media center, and teacher arrangements for classes to use media center.

Eight items were significant at the .05 level of confidence. The eight items related to the availability of: magazines for classwork, newspapers and magazines for recreation, VTR materials, media center open during lunch hour, circulation of materials for over vacations, facilities easily accessible for most students, convenient location of materials, and teacher encouragement of small group work in media center.

Table 30 reports the data for seven items of accessibility. Nearly all of the students, regardless of their memories of the availability of elementary school media centers (defined for this study only as an area in the school with an adult available to assist users), agree that books and magazines for classwork were available and that newspapers and magazines for recreation were also available. However, of those who remembered only an area in the school, 39 percent believed more books were needed. They were supported by 40 percent of those who remembered a media center with a person in charge and 31 percent of those who remembered they did not have a media center or did not remember whether there was one. There was slightly more satisfaction with the availability of newspapers and magazines for classwork, but from about 15 percent to 31 percent of all categories wished for more such materials for both classwork and recreational use.

Well over two-thirds of the students in all three categories believed either that there were no filmstrips for recreational use or that they did not know whether such materials were available for recreational use.

Of those students who remembered only a media center area, 30 percent believed microfilm was available, while five percent wished for more microfilm; 21 percent believed microfilm was not available, and 43 percent did not know whether microfilm was available. The same range of responses were revealed for those who remembered an area plus a person as well as for those who thought they did not have any type of

TABLE 30

AVAILABILITY OF MEDIA, BY ELEMENTARY MEDIA CENTER EXPERIENCE

(Seniors' opinions) Availability of media	Type of elementary media center	Yes		Yes, but more needed		No		Do not know		Total	
		No.	%	No.	%	No.	%	No.	%	No.[a]	%
(10) Books for classwork[b]	area	48	60	31	39	1	1	0	0	80	100
	area/adult	259	56	183	40	11	2	7	2	460	100
	no/do not remember	75	65	36	31	2	2	3	3	116	100
(12) Magazines for classwork[c]	area	54	68	25	31	1	1	0	0	80	100
	area/adult	347	75	99	22	4	1	10	2	460	100
	no/do not remember	89	77	20	17	5	4	2	2	116	100
(16) Newspapers and magazines for recreation[d]	area	46	58	24	30	6	8	4	5	80	100
	area/adult	312	68	89	19	28	6	31	7	460	100
	no/do not remember	78	67	18	16	6	5	13	11	115	99
(17) Filmstrips and recordings for recreation[e]	area	17	21	17	21	31	39	15	19	80	100
	area/adult	105	23	50	11	131	29	174	38	460	100
	no/do not remember	24	21	14	12	40	35	38	33	116	100
(20) Materials on microfilm[f]	area	24	30	4	5	17	21	34	43	79	99
	area/adult	89	19	24	5	108	24	238	52	459	100
	no/do not remember	18	16	6	5	36	31	55	47	115	99
(24) VTR materials in media center[g]	area	20	25	9	11	20	25	31	39	80	100
	area/adult	143	31	48	10	64	14	203	44	458	100
	no/do not remember	43	37	68	10	27	23	34	29	115	99

TABLE 30—Continued

(Senior's opinions) Availability of media	Type of elementary media center	Yes		Yes, but more needed		No		Do not know		Total	
		No.	%	No.	%	No.	%	No.	%	No.[a]	%
(25) Student use of VTR[h]	area	22	28	9	11	8	10	1	1	80*	100
	area/adult	80	17	52	11	85	19	6	1	460	100
	no/do not remember	15	13	16	14	16	14	0	0	116	100
(26) Student use of television in media center[i]	area	8	10	12	15	55	69	5	6	80	100
	area/adult	51	11	49	11	253	55	107	23	460	100
	no/do not remember	14	12	14	12	63	54	25	22	116	100

[a] Area N = 80
Area/adult N = 460
Do not remember N = 116

[b] x^2, 48.472; Degrees of freedom, 9; Level of significance, .01.

[c] x^2, 17.551; Degrees of freedom, 9; Level of significance, .05.

[d] x^2, 18.651; Degrees of freedom, 12; Level of significance, .05.

[e] x^2, 19.949; Degrees of freedom, 9; Level of significance, .01.

[f] x^2, 35.736; Degrees of freedom, 15; Level of significance, .01.

[g] x^2, 18.766; Degrees of freedom, 12; Level of significance, .05.

[h] x^2, 93.764; Degrees of freedom, 12; Level of significance, .01.

[i] x^2, 20.899; Degrees of freedom, 9; Level of significance, .01.

TABLE 30—Continued

*Question 25 instructed students who answered "no" or "do not know" to question 24, which related to the availability of video tape recorded materials in the media center, to mark no. 10 on the answer sheet. These responses are included in the totals for no. 25:

Previous Elementary School Media Center Experience

	Total	
	no.	%
Area	40	50
Area/adult	237	52
Do not remember	69	60

media center or did not remember one.

The disparity between student use of VTR materials in the media center and student use of television in the media center was apparent again. Although from one-fourth to one-third of the students believed VTR was available, only 13 percent of the "no/do not remember" category believed students could use VTR materials. However, the availability of television for student use was supported by about only 10 percent of all prior experience categories. The "no" responses for the access to television question ranged from 54 percent to 69 percent. The largest "do not know" responses were to the question about the availability of VTR materials: 39 percent of the "area" category; 44 percent of the "area plus administrator" category; and 29 percent of the "no/do not remember" category.

Table 31 reveals that from 88 percent to 93 percent of the students, regardless of their association with elementary media centers, believed their librarians were willing to help students.

Table 32 shows that the majority of the same students believed media centers were open during the lunch hour but not open on Saturdays. About 50 percent of the students felt the media centers were open 30 minutes after school. The "do not know" column reveals that 23 percent of the students who remembered an area only did not know whether the media center was open after school. Of those who had had a library area with a person in charge, 32 percent answered in this column as did 37 percent of those in the "no/do not remember" category.

Regardless of their elementary media center status, approximately 50 percent of the students, as shown in Table 33, believed audiovisual materials did not circulate. However, 28 percent of the "area only"

TABLE 31

AVAILABILITY OF STAFF, BY ELEMENTARY MEDIA CENTER EXPERIENCE

(Seniors' opinions) Availability of staff	Type of elementary media center	Yes		Yes, but more needed		No		Do not know		Total	
		No.	%	No.	%	No.	%	No.	%	No.[a]	%
(29) Librarians willing to help[b]	area	70	88	. . .		5	6	5	6	80	100
	area/adult	427	93	. . .		17	4	13	3	457	100
	no/do not remember	102	88	. . .		7	6	6	5	115	99

[a] Area N = 80
Area/adult N = 460
Do not remember N = 116

[b] x^2, 26.792; Degrees of freedom, 9; Level of significance, .01.

TABLE 32

AVAILABILITY OF MEDIA CENTER FACILITIES THROUGH REGULAR AND EXTENDED HOURS OF SERVICE, BY ELEMENTARY MEDIA CENTER EXPERIENCE

(Seniors' opinions) Availability of facilities	Type of elementary media center	Yes		Yes, but more needed		No		Do not know		Total	
		No.	%	No.	%	No.	%	No.	%	No.[a]	%
(34) Open during lunch hour[b]	area	67	84	. . . .		10	13	3	4	80	100
	area/adult	354	77	. . . .		51	11	53	12	458	100
	do not remember	85	73	. . . .		8	7	21	18	114	98
(35) Open 30 minutes after school[c]	area	41	51	. . . .		21	26	18	23	80	100
	area/adult	240	52	. . . .		64	14	149	32	453	100
	do not remember	52	45	. . . .		19	16	43	37	114	98
(36) Open on Saturday[d]	area	7	9	. . . .		63	79	10	13	80	100
	area/adult	10	2	. . . .		399	87	48	10	457	99
	do not remember	2	2	. . . .		99	85	15	13	116	100

[a] Area N = 80
Area/adult N = 460
Do not remember N = 116

[b] x^2, 23.732; Degrees of freedom, 12; Level of significance, .05.

[c] x^2, 76.731; Degrees of freedom, 9; Level of significance, .01.

[d] x^2, 44.680; Degrees of freedom, 9; Level of significance, .01.

TABLE 33

FLEXIBILITY AND EASE OF CIRCULATION AND LOAN POLICIES, BY ELEMENTARY MEDIA CENTER EXPERIENCE

(Seniors' opinions) Circulation and loan	Type of elementary media center	Yes		Yes, but more needed		No		Do not know		Total	
		No.	%	No.	%	No.	%	No.	%	No.[a]	%
(40) AV materials circulate[b]	area	17	21	. . .		41	51	22	28	80	100
	area/adult	34	7	. . .		233	51	188	41	455	99
	do not remember	12	10	. . .		57	49	45	39	114	98
(41) Materials circulate over vacation[c]	area	32	40	. . .		30	38	18	23	80	100
	area/adult	246	54	. . .		111	24	100	22	457	99
	do not remember	56	48	. . .		26	22	33	28	115	100

[a] Area N = 80
Area/adult N = 460
Do not remember N = 116

[b] x^2, 115.343; Degrees of freedom, 12; Level of significance, .01.

[c] x^2, 19.017; Degrees of freedom, 12; Level of significance, .05.

category, 41 percent of the "area plus person" category, and 39 percent of the "no/do not remember" category felt they did not know whether audiovisual materials circulated.

Data relating to the availability of media center facilities are shown on Table 34. Approximately 90 percent of all categories of "prior elementary media center experience" believed that the high school media center was accessible through its location, design, and arrangement. Approximately 80 percent believed the center was comfortable. The affirmative answers decreased, however, when asked about the arrangement of materials for ease of location. Nearly two-thirds of all categories responded in the affirmative, and from 20 percent of the "do not remember" category to 25 percent of the "area" category responded that they wished for better arrangement of materials.

The lowest number of affirmative responses were in response to the question about the location of audiovisual equipment in the high school media center. The percentages decreased to 45 percent of those who remembered an area only, 37 percent of those who remembered an area administered by an adult, and 40 percent of those who remembered no elementary media center. The responses in the "no" column reflect nearly 30 percent of the students in all categories. The "do not know" column is higher for this question also since 24 percent of the "area" group, 33 percent of the "area/adult" group; and 34 percent of the "do not remember group" selected this response.

Table 35 summarizes the data relating to the availability of the media center through scheduling. Although one-half of the students who responded in the "area" category and the "area/adult" category believed classes used the media center, 45 percent of the "area" group

TABLE 34

AVAILABILITY OF MEDIA CENTER FACILITIES THROUGH THEIR LOCATION, DESIGN, AND ARRANGEMENT, BY ELEMENTARY MEDIA CENTER EXPERIENCE

(Seniors' opinions) Location, design arrangement	Type of elementary media center	Yes		Yes, but more needed		No		Do not know		Total	
		No.	%	No.	%	No.	%	No.	%	No.[a]	%
(42) Facilities easily accessible[b]	area	73	91	. . .		6	8	0	1	79	99
	area/adult	416	90	. . .		29	6	13	3	458	100
	do not remember	103	89	. . .		9	8	4	3	116	100
(44) Materials arranged for ease of location[c]	area	49	61	20	25	2	3	9	11	80	100
	area/adult	308	67	112	24	18	4	22	5	460	100
	do not remember	74	64	23	20	12	10	6	5	115	99
(45) AV equipment located for ease of use[d]	area	36	45	. . .		23	29	19	24	78	98
	area/adult	172	37	. . .		131	29	153	33	456	100
	do not remember	46	40	. . .		31	27	39	34	116	100
(46) Center confortable[e]	area	66	83	. . .		9	11	4	5	79	100
	area/adult	366	80	. . .		80	17	12	3	458	100
	do not remember	90	78	. . .		22	19	4	3	116	100

[a] Area N = 80
Area/adult N = 460
Do not remember N = 116

TABLE 34—Continued

[b] x^2, 18.169; Degrees of freedom, 9; Level of significance, .05.

[c] x^2, 20.517; Degrees of freedom, 12; Level of significance, .05.

[d] x^2, 98.981; Degrees of freedom, 9; Level of significance, .01.

[e] x^2, 168.095; Degrees of freedom, 9; Level of significance, .01.

TABLE 35

AVAILABILITY OF MEDIA CENTER FACILITIES THROUGH SCHEDULING, BY ELEMENTARY MEDIA CENTER EXPERIENCE

(Seniors' opinions) Availability through scheduling	Type of elementary media center	Yes		Yes, but more needed		No		Do not know		Total	
		No.	%	No.	%	No.	%	No.	%	No.[a]	%
(53) Classes use center[b]	area	41	51	36	45	2	3	1	1	80	100
	area/adult	240	52	192	42	19	4	9	2	460	100
	do not remember	48	41	57	49	7	6	4	3	116	100
(55) Small groups from classroom encouraged to use media center[c]	area	26	33	41	51	8	10	5	6	80	100
	area/adult	198	43	200	44	35	8	27	6	460	100
	do not remember	42	36	54	47	15	13	5	4	116	100

[a] Area N = 80
Area/adult N = 460
Do not remember N = 116

[b] x^2, 48.934; Degrees of freedom, 9; Level of significance, .01.

[c] x^2, 17.192; Degrees of freedom, 9; Level of significance, .05.

and 42 percent of the "area/adult" group wished for more such use. In the "do not remember" category 41 percent believed classes used the high school media center, and 49 percent wished for more such use. Slightly fewer students in the "no/do not remember" category and "area plus adult" category believed students were encouraged to use the media center as members of small groups from a specific class. Only 33 percent of those in the "area only" group believed this use strategy was possible. Nearly one-half of all categories reported that they wished for more such flexibility.

A significant relationship was not found between the variable of prior media center experience and 30 items of accessibility. The 30 items related to the availability of: newspapers for classwork; recordings for classwork; filmstrips, slides, and other visual media for classwork; books for recreational use; audiovisual equipment for classwork; audiovisual equipment for recreational materials; duplicate copies; paperbacks; reserve shelf or section; student production facilities; librarians to help find materials; media center retrieval skills instruction; staff instruction on use of audiovisual equipment; librarians willing to recommend materials for recreational use; media center 30 minutes before school begins; media center during the evening hours; media center during summer vacations reference materials for circulation; films secured through interfacility loans; interfacility loans for students; study hall; school policy for use of media center when no study hall available; encouragement of individual student use of media center for classwork; encouragement of individual student use of media center for recreational purposes; teacher encouragement of individual student use of media center; teacher communication of classroom instruction to media staff, teacher use of films, filmstrips, and recordings in classroom, teacher discussion and recommendation of materials for classwork, and teacher discussion and recommendation of materials for recreation.

Availability of Junior High Media Centers

A significant relationship was found between the variable of prior media center experience in the junior high school and 19 of the 50 items of accessibility. Fifteen of the items were significant at the .01 level of confidence. The 15 items related to the availability of: books for classwork, microfilm, paperbacks, VTR materials for student use, librarians to help students find materials, willing librarians to help students, media center open 30 minutes after school closes, media center open on Saturday, circulation of audiovisual materials for home use, media center facilities easily accessible for most students, materials arranged for ease of use, easy location of audiovisual equipment, a comfortable media center, teacher arrangements for classes to use materials in the media center, and teacher encouragement of small group work in the media center.

Four items were significant at the .05 level of confidence. The four items related to the availability of: newspapers for classwork, filmstrips and recordings for recreational use, audiovisual equipment for recreational materials, and willing librarians to recommend materials for recreational use.

Tables 36-41 report the data for the 19 items of accessibility for which there were significant relationships to the variable of junior high school media center experience. Table 36 reveals wide differences of opinions of the availability of books for classwork, newspapers for

TABLE 36

AVAILABILITY OF MEDIA, BY JUNIOR HIGH MEDIA CENTER EXPERIENCE

(Seniors' opinions) Availability of media	Type of junior high media center	Yes		Yes, but more needed		No		Do not know		Total	
		No.	%	No.	%	No.	%	No.	%	No.[a]	%
(10) Books for classwork[b]	area	38	60	25	37	3	4	2	3	68	100
	area/adult	329	59	215	38	11	2	7	1	562	100
	no/do not remember	15	58	10	39	0	0	1	4	26	100
(11) Newspapers for classwork[c]	area	40	59	16	24	5	7	6	9	67	99
	area/adult	345	61	118	21	27	5	71	13	561	100
	no/do not remember	10	39	7	27	2	8	7	27	26	100
(17) Filmstrips and recordings for recreation[d]	area	20	29	16	24	17	25	15	22	68	100
	area/adult	121	22	60	11	177	32	204	36	562	100
	no/do not remember	5	19	5	19	8	31	8	31	26	100
(19) Audiovisual equipment for recreational use[e]	area	17	25	12	18	23	34	16	24	68	100
	area/adult	101	18	35	6	187	33	237	42	560	100
	no/do not remember	6	23	1	4	6	23	13	50	26	100
(20) Materials on microfilm[f]	area	16	24	6	9	17	25	28	41	67	99
	area/adult	108	19	27	5	140	25	285	51	560	100
	no/do not remember	7	27	1	4	4	15	14	54	26	100
(22) Paperbacks[g]	area	34	50	26	38	1	2	7	10	68	100
	area/adult	289	51	199	35	33	6	41	7	562	100
	no/do not remember	14	54	5	19	1	4	5	19	25	100

TABLE 36—Continued

(Seniors' opinions) Availability of media	Type of junior high media center	Yes		Yes, but more needed		No		Do not know		Total	
		No.	%	No.	%	No.	%	No.	%	No.[a]	%
(25) Student use of VTR[h]	area	15	22	7	10	16	24	1	2	68*	100
	area/adult	95	17	67	12	90	16	5	1	562	100
	no/do not remember	7	27	3	12	3	12	1	4	26	100

[a] Area N = 68
Area/adult N = 562
No/do not remember N = 26

[b] x^2, 47.222; Degrees of freedom, 9; Level of significance, .01.

[c] x^2, 18.845; Degrees of freedom, 12; Level of significance, .05.

[d] x^2, 18.946; Degrees of freedom, 9; Level of significance, .05.

[e] x^2, 22.081; Degrees of freedom, 12; Level of significance, .05.

[f] x^2, 32.068; Degrees of freedom, 15; Level of significance, .01.

[g] x^2, 35.406; Degrees of freedom, 12; Level of significance, .01.

[h] x^2, 89.698; Degrees of freedom, 12; Level of significance, .01.

*Question 25 instructed students who answered "no" or "do not know" to question 24, which related to the availability of video tape recorded materials in the media center, to mark no. 10 on the answer sheet. These responses are included in the totals for no. 25:

TABLE 36—Continued

Previous Junior High Media Center Experience

	Total	
	no.	%
area	29	43
area/adult	305	54
no/do not remember	12	46

classwork, and paperbacks. From one extreme, filmstrips and recordings for recreation, audiovisual equipment for use of recreational materials, student use of VTR, to paperbacks on the other extreme. Except for the 39 percent who responded "yes" to the availability of newspapers for classwork, about one-half to two-thirds of all prior experience categories affirmed the availability of traditional print sources. The affirmative responses decreased to the range of one-fifth to one-fourth of all categories when audiovisual media and microfilm were considered.

Students who had prior experience with an adult-administered junior high school media center are the most positive of all three categories in their opinions of the general availability of staff. (See Table 37) Of that category, 89 percent believed librarians were available to help find materials and 93 percent believed librarians were willing to help find materials. Only 45 percent of that group believed librarians were available and willing to recommend materials for recreational use. However, 49 percent of the "area" category believed librarians provided such service. The "area" group was also more negative about recreational guidance since 22 percent wished for more and 22 percent did not believe that such guidance was given.

Data on extended hours of service supported data already reported for other variables. (See Table 38) A significant number of seniors did not believe media centers were open on Saturday. They were much less positive about the availability of service after school. Although 49 percent of the "area" category, 51 percent of the "area plus adult" category, and 42 percent of the "no/do not remember" category reported that the center was open after school, nearly one-third of each category

TABLE 37

AVAILABILITY OF STAFF, BY JUNIOR HIGH MEDIA CENTER EXPERIENCE

(Seniors' opinions) Availability of staff	Type of junior high media center	Yes		Yes, but more needed		No		Do not know		Total	
		No.	%	No.	%	No.	%	No.	%	No.[a]	%
(28) Librarians available to help find materials[b]	area	51	75	11	16	4	6	2	3	68	100
	area + admin.	502	89	41	7	11	2	8	1	562	100
	no/do not know	18	69	4	15	2	8	2	8	26	100
(29) Librarians willing to help find materials[c]	area	54	79	.	.	8	12	6	9	68	100
	area + admin.	523	93	.	.	20	4	15	3	560	100
	no/do not know	20	77	.	.	1	4	3	12	24	93
(32) Librarians available and willing to recommend materials for recreation[d]	area	33	49	15	22	15	22	5	7	68	100
	area + admin.	253	45	113	20	77	14	119	21	562	100
	no/do not know	10	39	4	15	6	23	6	23	26	100

[a] Area N = 68
Area + admin. N = 562
No/do not know N = 26

[b] x^2, 21.862; Degrees of freedom, 9; Level of significance, .01.

[c] x^2, 65.141; Degrees of freedom, 9; Level of significance, .01.

[d] x^2, 14.837; Degrees of freedom, 9; Level of significance, .05.

TABLE 38

AVAILABILITY OF MEDIA CENTER FACILITIES THROUGH REGULAR AND EXTENDED HOURS OF SERVICE, BY JUNIOR HIGH MEDIA CENTER EXPERIENCE

(Seniors' opinions) Availability of facilities	Type of junior high media center	Yes		Yes, but more needed		No		Do not know		Total	
		No.	%	No.	%	No.	%	No.	%	No.[a]	%
(35) Open 30 minutes after school closes[b]	area	33	49	. .	. .	15	22	20	29	68	100
	area + admin.	289	51	. .	. .	84	15	181	32	554	98
	no/do not remember	11	42	. .	. .	5	19	9	35	25	96
(36) Open on Saturdays[c]	area	3	4	. .	. .	54	79	11	16	68	100
	area + admin.	16	3	. .	. .	485	86	58	10	559	99
	no/do not remember	0	0	. .	. .	22	85	4	15	26	100

[a] Area N = 68
Area + admin. N = 562
No/do not remember N = 26

[b] x^2, 69.516; Degrees of freedom, 9; Level of significance, .01.

[c] x^2, 36.288; Degrees of freedom, 9; Level of significance, .01.

reported in the "do not know" column. The negative responses of 22 percent of the "area" category, 15 percent of the "area plus adult" category, and 19 percent of the "no/do not remember" category increased the percentages to nearly 50 percent of each category who were unaware of this aspect of extended service.

Table 39 reports the one significant item relating to prior junior high media center experience. Well over three-fourths of the students in all categories reported either that audiovisual materials did not circulate for home use or that they did not know whether they did. Specific responses were 85 percent of the "area" category, 90 percent of the "area plus adult" category, and 93 percent of the "no/do not remember" category. The "area" category was the most positive with nine percent of that group agreeing that audiovisual materials did not circulate for home use.

As can be seen from Table 40, the highest number of positive responses about the availability of media center facilities was for the question about the location of the center. Of the seniors in the "area plus adult" category, 92 percent believed the center to be accessible for most students. They were the most affirmative also when asked whether materials were usefully arranged: 68 percent responded yes; and the comfort of the media center: 80 percent responded yes. This group, however, was the least satisfied with the housing of audiovisual equipment, for 38 percent of them responded, "yes", while 41 percent of the "area" category and 42 percent of the "no/do not remember" category responded "yes". The question relating to the housing of audiovisual equipment received more negative and doubtful responses than did the other questions about facilities. About one-half to two-

TABLE 39

FLEXIBILITY AND EASE OF CIRCULATION AND LOAN POLICIES, BY JUNIOR HIGH MEDIA CENTER EXPERIENCE

(Seniors' opinions) Circulation and loan	Type of junior high media center	Yes		Yes, but more needed		No		Do not know		Total	
		No.	%	No.	%	No.	%	No.	%	No.[a]	%
(40) Audiovisual materials circulate for home use[b]	area	10	15	. . .		32	47	26	38	68	100
	area + admin.	51	9	. . .		285	51	219	39	555	99
	no/do not remember	2	8	. . .		14	54	10	39	26	100

[a] Area N = 68
Area + admin. N = 562
No/do not remember N = 26

[b] x^2, 96.369; Degrees of freedom, 12; Level of significance, .01.

TABLE 40

AVAILABILITY OF MEDIA CENTER FACILITIES THROUGH THEIR LOCATION, DESIGN AND ARRANGEMENT, BY JUNIOR HIGH MEDIA CENTER EXPERIENCE

(Seniors' opinions) Location, design arrangement	Type of junior high media center	Yes		Yes, but more needed		No		Do not know		Total	
		No.	%	No.	%	No.	%	No.	%	No.[a]	%
(42) Media center located for access by most students[b]	area	57	84	. . .		10	15	1	2	68	100
	area + admin.	515	92	. . .		31	6	13	2	559	100
	no/do not remember	20	77	. . .		3	12	3	12	26	100
(44) Materials arranged for ease of location[c]	area	37	54	17	25	7	10	7	10	68	100
	area + admin.	379	68	134	24	19	3	29	5	561	100
	no/do not remember	15	58	4	15	6	23	1	4	26	100
(45) AV equipment stored for ease of location[d]	area	28	41	. . .		23	34	16	24	25	99
	area + admin.	215	38	. . .		154	27	188	34	556	100
	no/do not remember	11	42	. . .		8	31	7	27	26	100
(46) Media center comfortable[e]	area	49	72	. . .		15	22	3	4	67	99
	area + admin.	452	80	. . .		92	16	16	3	560	100
	no/do not remember	21	81	. . .		4	15	1	4	26	100

[a] Area N = 68
Area + admin. N = 562
No/do not remember N = 26

TABLE 40—*Continued*

[b] x^2, 32.011; Degrees of freedom, 9; Level of significance, .01.

[c] x^2, 30.688; Degrees of freedom, 12; Level of significance, .01.

[d] x^2, 96.670; Degrees of freedom, 9; Level of significance, .01.

[e] x^2, 167.114; Degrees of freedom, 9; Level of significance, .01.

thirds of the students responded in the "no" and "do not know" columns.

Table 41 reports the data for class and small group use of the media center. Again, the responses in the "area plus adult" category are more positive with 31 percent responding that classes used the centers and 42 percent reporting that small groups used it also. When the "yes" and "yes, but more needed" columns were combined, over 90 percent of the seniors who remembered some type of junior high media center believed students had access to the high school media center through class attendance. About 40 percent of each category responded that they wished more access as members of a class group or a small group from the classroom.

No significant relationship was found between the variable prior junior high school media center experience and 31 of the 50 items of accessibility. The 31 items related to the availability of: magazines for classwork; recordings for classwork; filmstrips, slides, and other visual media for classwork; books for recreational use; newspapers and magazines for recreational use; audiovisual equipment for classwork; duplicate copies; reserve shelf or section; VTR materials in the media center; television for student use; facilities for student production; media center retrieval skills instruction; staff instruction on use of audiovisual equipment; media center 30 minutes before school begins; media center during lunch hour; media center during evening hours; media center during summer vacations; reference materials for circulation; materials for over vacations; special areas for use of audiovisual materials; films secured through interfacility loans; interfacility loans for students; study hall; school policy for use of media center when no study hall available; encouragement of individual student use of media center for classwork; encouragement of individual

TABLE 41

AVAILABILITY OF MEDIA CENTER FACILITIES THROUGH SCHEDULING, BY JUNIOR HIGH SCHOOL MEDIA CENTER EXPERIENCE

(Seniors' opinions) Availability through scheduling	Type of junior high media center	Yes		Yes, but more needed		No		Do not know		Total	
		No.	%	No.	%	No.	%	No.	%	No.[a]	%
(53) Teachers arrange for classes to use media center[b]	area	32	47	30	44	6	9	0	0	68	100
	area + admin.	286	51	245	44	20	4	11	2	562	100
	no/do not remember	11	42	10	39	2	8	3	12	26	100
(55) Teachers permit small groups to use media center[c]	area	23	34	32	47	11	16	2	3	68	100
	area + admin.	235	42	252	45	42	8	33	6	562	100
	no/do not remember	8	31	11	42	5	19	2	8	26	100

[a] Area N = 68
Area + admin. N = 562
No/do not remember N = 26

[b] x^2, 59.730; Degrees of freedom, 9; Level of significance, .01.

[c] x^2, 21.355; Degrees of freedom, 9; Level of significance, .01.

student use of media center for recreational purposes; teacher encouragement of individual student use of media center; teacher communication of classroom instruction to media staff; teacher use of films; filmstrips; and recordings in classroom instruction; teacher discussion and recommendation of materials for classwork; and teacher discussion and recommendation of materials for recreational use.

Post High School Plans and Accessibility of Resources

A significant relationship was found between the variable of post high school plans and 15 of the 50 items of accessibility. Six items were significant at the .01 level of confidence. The six items related to the availability of: books for recreational reading; willing librarians to help students find materials; media center 30 minutes after school closes; media center open during summer vacations; teacher arrangements for classes to use materials in the media center; teacher use of films, filmstrips, and recordings for classwork.

Nine items were significant at the .05 level. They related to the availability of: newspapers for classwork, audiovisual equipment for recreational materials, VTR materials in the media center, VTR for student use, media center retrieval skills instruction, willing librarians to recommend materials for recreational use, teacher encouragement of individual student use of media center, teacher communication of classroom instruction to media staff, and teacher discussion and recommendation of materials for recreational use.

The data for this group of responses were organized by five categories of post high school plans: (1) attendance at a community college or vocational program; (2) attendance at a four year college; (3) full-time employment; (4) undecided; and (5) other.

Table 42 summarizes the data for five accessibility items related to the availability of media. The data revealed that when grouped by post high school plans, students were more satisfied with the availability of books for recreational purposes than they were with the availability of newspapers. They were less satisfied with the availability of VTR materials in the media center, student use of VTR materials, and audiovisual equipment for recreational purposes.

There were only slight differences among the five categories of responses to the question relating to the availability of books for recreational use. About 70 percent of each category answered this question in the affirmative. An additional 21 percent to 25 percent of the respondents agreed that books for recreational use were available, but they believed more were needed. Students who were undecided about their immediate future were least satisfied with the availability of newspapers: 52 answered "yes" to the question of their availability as opposed to the 68 percent of those who planned to seek full-time employment. When looking at those who wished more access to newspapers, the data revealed that 28 percent of the "undecided" group wished for more as opposed to 12 percent of those who planned to work; 45 percent of those who planned to attend higher education programs of some type; and 26 percent of those who had plans other than listed among the choices.

Only the "other" category of student plans was noticeably satisfied with the availability of audiovisual equipment for recreational use. The other categories of "yes" responses ranged in the area of 20 percent. Once again the percentages were high in the "no" column, ranging from 30 percent of the "undecided" to 44 percent of the "other"

TABLE 42

AVAILABILITY OF MEDIA, BY POST HIGH SCHOOL PLANS

(Seniors' opinions) Availability of media	Post high school plans	Yes		Yes, but more needed		No		Do not know		Total	
		No.	%	No.	%	No.	%	No.	%	No.[a]	%
(11) Newspapers for classwork[b]	com. coll/vocational	98	61	36	23	5	3	21	13	160	100
	4 yr. college	129	60	46	22	13	6	25	12	213	100
	full-time employment	81	68	14	12	4	3	19	16	118	99
	undecided	70	52	38	28	9	7	18	13	135	100
	other	16	59	7	26	2	7	2	7	27	100
(15) Books for recreation[c]	com. coll/vocational	120	75	34	21	3	2	2	1	159	99
	4 yr. college	149	70	56	26	3	1	6	3	214	100
	full-time employment	87	73	26	22	2	2	3	3	118	100
	undecided	96	71	34	25	2	2	3	2	135	100
	other	20	74	6	22	0	0	1	4	27	100
(19) AV equipment for recreation[d]	com. coll/vocational	27	17	14	9	45	28	74	46	160	100
	4 yr. college	42	20	22	10	75	35	75	35	214	100
	full-time employment	21	18	5	4	44	37	47	40	117	99
	undecided	25	19	7	5	40	30	63	47	135	100
	other	9	33	0	0	12	44	6	22	27	100
(24) VTR materials in media center[e]	com. coll/vocational	56	34	22	14	24	15	56	35	158	99
	4 yr. college	72	34	22	10	42	20	78	36	214	100
	full-time employment	37	31	11	9	11	9	60	50	119	100
	undecided	36	27	12	9	25	19	61	45	134	100
	other	5	19	0	0	9	33	13	48	27	100

TABLE 42-Continued

(Seniors' opinions) Availability of media	Post high school plans	Yes		Yes, but more needed		No		Do not know		Total	
		No.	%	No.	%	No.	%	No.	%	No.[a]	%
(25) Student use of VTR materials[f]	com. coll/vocational	24	15	20	13	30	19	2	1	160*	100
	4 yr. college	48	22	31	15	27	13	4	2	214	100
	full-time employment	26	22	11	9	21	18	2	2	119	100
	undecided	16	12	12	9	28	21	0	0	135	100
	other	2	7	2	7	3	11	0	0	27	100

[a] Community coll/vocational N = 160
4 yr. college N = 214
Full-time employment N = 119
Undecided N = 135
Other N = 27

[b] x^2, 37.452; Degrees of freedom, 24; Level of significance, .05.

[c] x^2, 65.504; Degrees of freedom, 24; Level of significance, .01.

[d] x^2, 33.384; Degrees of freedom, 24; Level of significance, .05.

[e] x^2, 39.256; Degrees of freedom, 24; Level of significance, .05.

[f] x^2, 35.801; Degrees of freedom, 24; Level of significance, .05.

TABLE 42–Continued

*Question no. 25 instructed students who answered "no" or "do not know" to question 24, which related to the availability of video tape recorded materials in the media center, to mark no. 10 on the answer sheet. These responses are included in the totals for no. 25:

	Totals	
	no.	%
com. coll/vocational	84	53
4 yr. college	104	49
full-time employment	59	50
undecided	79	59
other	20	74

category. The percentages were equally high in the "do not know" column, ranging from 22 percent of the "other" to 47 percent of the "undecided".

The range of percentages was the same for the availability of VTR materials for student use; however, nearly one-third of the "community college/vocational" category, the "4 year college" category, and the "fulltime employment" category believed VTR materials were available in the media center.

Table 43 reveals that seniors who were planning to attend college believed students had access to the media center 30 minutes after school ended for the day. Agreeing to this were 58 percent of the "community college/vocational" category and 61 percent of the "4 year college" category. While only 28 percent of the "community college/vocational" category and 22 percent of the "4 year college" group did not know about the availability of facilities after school, about 40 percent of each of the other categories did not know about the after-school availability of the center. From 64 percent to 89 percent of the seniors responded that media centers were not open during summer vacations.

The data for three variables relating to student-librarian relationships are summarized in Table 44. Regardless of post high school plans, seniors believed librarians were willing to help students find materials in the media center: "community college/vocational" category, 92 percent; "4 year college" category, 94 percent; "fulltime employment" category, 89 percent; "undecided" category, 87 percent; and "other" category, 100 percent. Seniors were less affirmative when responding to questions about specific services. Responses to the question relat-

TABLE 43

AVAILABILITY OF MEDIA CENTER FACILITIES THROUGH REGULAR AND EXTENDED HOURS OF SERVICE, BY POST HIGH SCHOOL PLANS

(Seniors' opinions) Availability through facilities	Post high school plans	Yes		Yes, but more needed		No		Do not know		Total	
		No.	%	No.	%	No.	%	No.	%	No.[a]	%
(35) Open 30 minutes after school[b]	com. coll/vocational	92	58	. . .		20	13	44	28	156	99
	4 yr. college	131	61	. . .		33	15	46	22	210	98
	full-time employment	46	39	. . .		21	18	50	42	117	99
	undecided	52	39	. . .		24	18	59	44	135	100
	other	11	41	. . .		5	19	11	41	27	100
(38) Open during summer vacation[c]	com. coll/vocational	11	7	. . .		110	69	39	24	160	100
	4 yr. college	13	6	. . .		155	72	42	20	210	98
	full-time employment	7	6	. . .		76	64	35	29	118	99
	undecided	1	1	. . .		92	68	41	30	134	99
	other	0	0	. . .		24	89	3	11	27	100

[a]	
Community coll/vocational	N = 160
4 year college	N = 214
Full-time employment	N = 119
Undecided	N = 135
Other	N = 27

[b] x^2, 44.373; Degrees of freedom, 18; Level of significance, .01.

[c] x^2, 40.736; Degrees of freedom, 18; Level of significance, .01.

TABLE 44

AVAILABILITY OF STAFF, BY POST HIGH SCHOOL PLANS

(Seniors' opinions) Availability of staff	Post high school plans	Yes No.	Yes %	Yes, but more needed No.	Yes, but more needed %	No No.	No %	Do not know No.	Do not know %	Total No.[a]	Total %
(29) Librarians willing to help find materials[b]	com. coll/vocational	147	92	. . .		9	6	3	2	159	100
	4 yr. college	200	94	. . .		6	3	7	3	213	100
	full-time employment	106	89	. . .		8	7	4	3	118	99
	undecided	118	87	. . .		6	4	10	7	134	98
	other	27	100	. . .		0	0	0	0	27	100
(30) Librarians teach students how to find materials[c]	com. coll/vocational	89	56	40	25	25	16	6	4	160	100
	4 yr. college	111	52	69	32	24	11	10	5	214	100
	full-time employment	70	59	25	21	19	16	5	4	119	100
	undecided	58	43	37	27	23	17	17	13	135	100
	other	18	67	4	15	4	15	1	4	27	100
(32) Librarians available and willing to recommend materials for recreational use[d]	com. coll/vocational	76	48	26	16	27	17	31	19	160	100
	4 yr. college	86	40	62	29	25	12	41	19	214	100
	full-time employment	61	51	20	17	17	14	21	18	119	100
	undecided	56	42	20	15	25	19	34	25	135	100
	other	17	63	3	11	4	15	3	11	27	100

[a] Community coll/vocational N = 160
4 year college N = 214
Full-time employment N = 119
Undecided N = 135
Other N = 27

TABLE 44—Continued

[b] x^2, 33.996; Degrees of freedom, 18; Level of significance, .01.

[c] x^2, 28.981; Degrees of freedom, 18; Level of significance, .05.

[d] x^2, 32.091; Degrees of freedom, 18; Level of significance, .05.

ing to the availability of media retrieval skills were affirmative for 56 percent of those planning to go to a community college or vocational school, 52 percent of those planning to go to a four year college, 59 percent of those planning to take full-time jobs, 43 percent of those whose were undecided, and 67 percent of those who had other plans.

Fewer seniors believed librarians were available and willing to recommend materials for recreational use: 48 percent of those who were planning to attend community college or vocational schools, 40 percent of those planning to go to a four year college, 51 percent of those planning to take full-time employment, 42 percent of those who were undecided, and 63 percent of those who had other plans. It was for this question that the percentages in the "do not know" column rose noticeably. These figures ranged from 11 percent for the "other" category to 19 percent for each of the college-bound groups and 25 percent of the "undecided" category.

As reported in Table 45, 90 percent and more of the seniors in all categories believed students had access to the media center as part of a class. It should be noted that 40 percent and slightly more of all the groups felt more such access should have been available. Slightly fewer students felt teachers encouraged individual students to attend the media center from a class, while slightly more students answered in the negative or in the "do not know" column. It should also be noted that it was the students who were planning to attend a four year college who answered both of these questions with an unqualified "yes".

The affirmative responses to the question concerning teachers' notifying librarians of subjects being studied in class decreased slightly, and responses in the "do not know" column were much higher.

TABLE 45

AVAILABILITY OF RESOURCES THROUGH FACULTY-MEDIA CENTER STAFF PLANNING FOR USE, BY POST HIGH SCHOOL PLANS

(Seniors' opinions) Faculty-staff planning	Post high school plans	Yes		Yes, but more needed		No		Do not know		Total	
		No.	%	No.	%	No.	%	No.	%	No.[a]	%
(53) Teachers arrange for classes to go to the media center and use materials[b]	com. coll/vocational	74	46	78	49	7	4	1	1	160	100
	4 yr. college	114	53	89	42	8	4	3	1	214	100
	full-time employment	60	50	48	40	5	4	6	5	119	100
	undecided	66	49	58	43	6	4	5	4	135	100
	other	14	52	12	44	1	4	0	0	27	100
(54) Teachers encourage individual students to go to the school library media center and use materials[c]	com. coll/vocational	68	43	63	39	21	13	8	5	160	100
	4 yr. college	108	51	80	37	17	8	9	4	214	100
	full-time employment	51	43	50	42	15	13	3	3	119	100
	undecided	48	36	50	37	22	16	15	11	135	100
	other	12	44	8	30	4	15	3	11	27	100
(56) Teachers notify librarians of subjects being studied[d]	com. coll/vocational	65	41	37	23	12	8	46	29	160	100
	4 yr. college	84	39	58	27	21	10	51	24	214	100
	full-time employment	52	44	22	19	14	12	31	26	119	100
	undecided	53	39	17	13	17	13	48	36	135	100
	other	15	56	4	15	1	4	7	26	27	100

TABLE 45—Continued

(Seniors' opinions) Faculty-staff planning	Post high school plans	Yes		Yes, but more needed		No		Do not know		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%
(57) Teachers use audiovisual materials such as films, film-strips, and recordings in the classroom[e]	com. coll/vocational	101	63	55	34	2	1	2	1	160	100
	4 yr. college	140	65	65	30	4	2	5	2	214	100
	full-time employment	86	72	28	24	3	3	2	2	119	100
	undecided	93	69	36	27	3	2	3	2	135	100
	other	19	70	7	26	0	0	1	4	27	100
(61) Teachers discuss and recommend materials in the school library media center for students to use for recreational purposes[f]	com. coll/vocational	28	18	47	29	56	35	29	18	160	100
	4 yr. college	20	9	76	36	94	44	24	11	214	100
	full-time employment	26	22	29	24	47	40	17	14	119	100
	undecided	25	19	32	24	48	36	30	22	135	100
	other	6	22	7	26	12	44	2	7	27	100

[a] Community coll/vocational N = 160
4 year college N = 214
Full-time employment N = 119
Undecided N = 135
Other N = 27

TABLE 45—Continued

[b] x^2, 34.517; Degrees of freedom, 18; Level of significance, .01.

[c] x^2, 30.850; Degrees of freedom, 18; Level of significance, .05.

[d] x^2, 29.470; Degrees of freedom, 18; Level of significance, .05.

[e] x^2, 56.634; Degrees of freedom, 18; Level of significance, .01.

[f] x^2, 30.231; Degrees of freedom, 18; Level of significance, .01.

In this column, percentages ranged from 24 percent of the four-year-college-bound to 26 percent of the "other" category, 29 percent of the community college and vocational school group, and 36 percent of the "undecided" category. Well over one-half of the students in all categories believed that teachers used audiovisual materials as teaching techniques. Students who were college-bound, however, were less affirmative about teacher use of audiovisual materials and represented, with 30 percent of the total of that category, the highest percentages requesting more such use.

The lowest, unqualified, affirmative answers, and the highest negative responses came in answer to the question dealing with teacher discussion and recommendation of materials in the media center for student recreational use. Only nine percent of the "4 year college" category believed teachers made such recommendations. Of this same group, 36 percent wished for more recreational recommendations, while 44 percent answered this question negatively. The percentages ranged nearly equally for the other categories with nearly one-fourth to one-third of each wishing for more help and from 35 percent to 44 percent believing such advice was not available.

No significant relationship was found between the variable of post high school plans and 34 of the 50 items of accessibility. The 34 items related to the availability of: books for classwork; magazines for classwork; recordings for classwork; filmstrips, slides, and other visual media for classwork; newspapers and magazines for recreational use; filmstrips and recordings for recreational use; audiovisual equipment for classwork; microfilm; duplicate copies; paperback books; a reserve shelf or section; television for student use; facilities for student production; librarians to help students find materials; staff instruction on use of audiovisual equipment; media center 30 minutes before school begins; media center during lunch hour; media center on Saturday; media center during evening hours; reference materials for circulation; circulation of audiovisual media for home use; materials for use over vacation periods; facilities easily accessible for most students; special areas for use of audiovisual materials; convenient location of materials; easy location of audiovisual equipment; a comfortable media center; films secured through interfacility loans; interfacility loans for students; study hall; school policy for use of media center when no study hall available; encouragement of individual student use of media center for classwork; encouragement of individual student use of media center for recreation; teacher encouragement of small group work in the media center; and teacher discussion and recommendation of materials for classwork.

CHAPTER FIVE

PRESENTATION AND ANALYSIS OF FINDINGS FROM INTERVIEWS

This chapter presents information gathered from Phase Two of the study which involved small group interviews with 60 seniors in 12 of the 25 high schools selected for participation in Phase One.

Review of Methodology

Data for this study were gathered by two surveys conducted during the 1973-74 school year. The principal survey was a questionnaire administered to 665 seniors in 25 Southwestern Michigan public high schools accredited by NCA. The first survey, Phase One, obtained information about high school seniors' opinions of the accessibility of school library resources in their schools through a questionnaire. (See Appendix 1) The second survey, Phase Two, consisted of a series of small group interviews conducted, and tape recorded, by the researcher with 60 of the seniors who participated in Phase One. Students for Phase Two were randomly selected for the interviews from the 657 seniors who successfully filled out the first questionnaire in 12 of the 25 schools selected for the study. A weighted sample was drawn to insure that all seniors had a known chance to be selected. As before, the schools were stratified by size, so that all three sizes would be represented equally in the small-group interviews.

Most questions on the interview schedule were devised from the total responses to the Phase One questionnaire which were noticeably high on the basis of calculated percentages. (See Appendix 2 for interview schedule) Some additional questions were posed in order to explore with seniors the reasons for their responses to the Phase One questionnaire. A self-imposed time limit of 40 minutes planned for each small-group interview served also to limit the number of questions for discussion.

In implementing the interview schedule, the interviewer introduced herself as a doctoral student at the University of Michigan and as a professor at Western Michigan University. The interviewer explained the purpose of the interview and answered questions posed by the seniors. Seniors were told how they were selected and that they would be discussing questions raised by the results of the questionnaire that they had filled out in the previous fall. Their anonymity was assured. A serious attempt was made to keep the interviews informal and to involve all students equally.

The interview results were not viable to tests of statistical significance due to the limited number of student interviews. The discussion results did provide an opportunity to pursue with a limited number of seniors the possible reasons for their answers to the Phase One questionnaire.

Presentation of Information from Interviews

Seniors' Nonuse of School Libraries[1]

Two-thirds of the respondents to the Phase One questionnaire identified themselves as nonusers of the school library. Each group of interviewees was asked why they believed so many seniors responding to the questionnaire identified themselves as such. One group of students from a small school insisted that students probably interpreted the word

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[1] The term library will be used in reporting the interviews since that term was used on the questionnaire in Phase One.

"use" too narrowly. They believed seniors used the library more than they realized. They believed that respondents forgot the times they went into the library to check out equipment, get a quick answer to a question, or look at a newspaper. The majority of the rest of the small groups concurred that this might be correct, but they were agreed that, basically, seniors did not use the library. Regardless of size of school attended, and with the exception of the one school, interviewees agreed that they had little need to use the library, mainly because of their attendance patterns. They explained what the researcher had already observed, that seniors in many schools were not required to be in school if they did not have classes. They also reminded the interviewer that work-study programs, part-time jobs, and part-time attendance at skills centers, community colleges, and four year colleges and universities also had an impact on attendance patterns. Interviewees further agreed that traditional teaching and lack of assignments that demanded use of the library further decreased seniors' need to use the school library. They agreed also that when they did need to use the library, they were met with not only a shortage of much sought after materials for research projects, but an absence of materials to help them with more advanced topics of interest. As one student from one of the large schools said, "I needed a report for psychology--and had to critique a book for English. The information was just not here. I use the university and public libraries." Another student from a middle-sized school commented, "there are not enough materials for harder subjects--a detailed report on biology, for instance." Still another student from a large school and also interested in science noted that,

> ...most of the time when I do use the library, it's for like a project and the school, it just doesn't seem like it has

> that much of a selection for project oriented type work.... I'm primarily science, and I would do things like acute leukemia and the library didn't have anything on it, so I had to go out to ____________ (the university).

From another middle-sized school senior,

> When we were freshmen our reports really didn't have to be so extensive, and so we could come here and get information from this library, but now as seniors, if you are going to do a report, it's going to be more extensive, and so I have to go to _________ College quite a bit, because this library just doesn't have very much information on complex things.

Students at large schools noted that their problems in using the school library were compounded by an absence of study halls. If classes did not use the library as a unit, then access was very difficult. This, one boy noted, was especially true for personal use:

> If you want to come in for your own spare time just to get a book or something like that, you have to come in during lunch, or after school, or before school, 'cause there's no time allowed for just browsing. You have to do it on your own time, which most kids don't, you know, take the initiative to do.

Except for one school which had no access to an adequate public library in the community, and was not close to an academic institution, all students agreed their local or neighboring public and academic libraries were major sources of information. "Better" atmosphere, larger collections and more convenient hours for busy schedules were reasons given for what the interviewees believed was substantial "other" library use by high school seniors. One young man did make a statement, however, that probably was more universally apt than others admitted. "Gosh, if you take a book home from the school library you got to stay home and read it, but you get out of the house to go to the public library."

Availability of Interfacility Loan Service

If school resource collections were inadequate for detailed and advanced classwork and students needed to use other libraries, the availability of interlibrary or interfacility loan opportunities could have been important to students. However, only 23 percent responded on the Phase One questionnaire that interfacility loan service was available to students.

Most of the seniors who were interviewed were unaware of any such service in their schools. However, seniors from all three sizes of schools reported that their librarians urged them to try other libraries in the community when their own library resource collections were inadequate for their immediate needs. One small school group reported that their librarian would "take a car load of kids to the nearby university" whenever special reports and projects were in process. Two students reported their librarians had borrowed books for them but believed the same courtesy was not extended to others generally. Most students, however, were vague about the possibility and doubtful of the probability of teachers and librarians going beyond the point of recommending another library for students to use. As one senior said about interlibrary borrowing: "It takes such a long time."

Importance of School Libraries

Since two-thirds of the seniors had identified themselves as nonusers of the school library, interviewees were asked to discuss whether the school library was an important part of the school.

Students from two of the four large schools were less positive than the other students that their libraries were essential to the life of the school. One group was adamant that their library was so poor that it was useless, while another group was divided about its value. The majority of the students believed, however, that the school library was an important part of the school--for younger students. Information for reports, convenience of location, teacher requirements, extension of classroom activities, a first resource when additional classroom work was needed were stated as reasons for the school library being a valuable resource for ninth and tenth graders. Nearly all of the seniors interviewed felt they themselves had little need for the library for reasons given earlier: little teacher and/or class demands, inadequate collections, and outside commitments. Specific comments from students revealed their estimates of the importance of the media center.

(Students in small schools)

> I think everybody needs them. I mean there is quite a bit of things we don't know.
>
> Well, it is at one time or another (important), because at one time or another you are going to be assigned a report and you're going to have to find information from somewhere.
>
> Yes, because it's needed by others.

(Students in middle-sized schools)

> I used it more in my freshman year, sophomore year, and junior year. I don't use it much this year.
>
> Yes, to the younger students--the ones that are making little reports because when you're younger you can make a lot of reports. The teachers give you work to go to the library to look at. So, I think it is important, you know.
>
> Well, there's some things that the library has that you need, even if it's just a magazine article, and the other things that they have in there like the copier and the laminating thing, come in handy.

(Students in large schools)

> ....even though you don't realize how much you use it,

> like I say, there's other kids who do.
>
> It's useful, but they need to be more liberal with resources. Kids ride busses. Not time enough at the end of the day to use it. Teachers won't let you out of class. The public library will check out magazines for two weeks, but the school library only overnight.
>
> It is necessary for classwork and for some people who like to read a lot, but that's about it.

Willingness of Librarians and Teachers to Recommend Materials for Recreational Use

Results of the Phase One questionnaire revealed that over 90 percent of the seniors believed that librarians were willing to help students. However, fewer believed librarians were willing, or did, recommend materials for recreation. Seniors interviewed concurred with these findings, but they described a few exceptions. One small school group was consistent in its reaffirmation of the virtues of their librarian: "she will help you with any thing." Two middle-sized schools reported their librarians occasionally gave book talks. One student reported enthusiastically, "for one of my classes she came into my classroom with a bunch of books for 'organized crime'. The books sounded really good. I got one of these, and it was good." Three groups noted that their librarians had displays and exhibits of new books.

While some agreed that some of their teachers recommended good books or commercial films, it was usually the English or developmental reading teachers who recommended recreational materials or materials for personal use to meet reading and viewing interests. The feeling was expressed often that classwork came first in the plans of their teachers.

When questionned further as to whether reading for pleasure or personal information should be part of the school's concern, seniors gave varied responses. Many simply had never before considered the possibility. Others agreed with the girl who said, "I don't think there is enough emphasis on reading." But still others agreed with the senior who stated, "I think it (the school library) as more for the work you do in class, like the encyclopedia." All agreed that recreational reading, particularly book reading outside the developmental reading class had a less significant attraction for them as seniors than it had had for them when they were younger.

Availability of Audiovisual Resources for Recreational Use

In pursuing the question of the availability of resources for recreational use, the interviewer asked the seniors about the use in their schools of audiovisual resources for recreational purposes. The Phase One questionnaire had revealed that 47 percent of the students agreed that audiovisual materials were available for classwork, but only 22 percent believed that audiovisual resources were available for recreation. According to 54 percent of the students, audiovisual equipment was available for classwork, but only 20 percent agreed that it was available for recreational use.

Seniors from one middle-sized school were vague about the availability in their school of any kind of audiovisual media other than films. The remainder of the students agreed, however, that there was a great difference between the availability of audiovisual media for class needs and that for recreational purposes. Many reported access to a wide range of audiovisual media for class use or in-library use for instructional purposes. Others reported, also, a lack of systematized instruction in the use of the equipment and a lack of information about those materials which were available to students.

With the exception of students in two large schools, seniors were agreed that some audiovisual media for recreational purposes, or personal information needs, would be nice. Although they were dubious of its happening, many expressed the feeling that accommodation could be made in providing some audiovisual media for such use if only a television for momentuous events like the Watergate hearings and the World Series for students who had non-class time available. Students who disagreed felt frankly that the school should not provide for any recreational needs of students. As one said quite flatly, "No, you get something out of reading a novel, but you don't get anything out of playing a tape recorder." A sample of student responses revealed the following:

(Students in small schools)

> I never use AV. It is an alternative for which there is usually little time.
>
> Never use them.
>
> They don't make them available to us.
>
> ...not readily available. You've got to go through a big hassle to get anything.

(Students in middle-sized schools)

> We're not taught to use equipment.
>
> ...no AV for non-curriculum use.
>
> They use to let us use a record player if you didn't have homework, but they quit that.
>
> I think it's their responsibility to keep the kids interested in books.

(Students from large schools)

> I don't think the school should provide for your recreation.
>
> It is very expensive, movie equipment and tape recorders, and just for kids to come in and mess around with them. They could get broken pretty quick.
>
> I don't know whether we could trust us with 'em...you know problems of negligence, theft.
>
> We have television in class, and yet through Watergate we just studied and read about it. When we asked could we watch it, he just said, 'no'.
>
> They are available, but they are really not made known. They are not publicized so the students know about them. I don't know how many record albums there are in there. I see teachers with them--pretty decent looking ones and I didn't even know they existed.

Circulation of Audiovisual Resources for Home Use

On the Phase One questionnaire, 51 percent of the seniors responded that audiovisual media did not circulate for home use, and 39 percent replied that they did not know whether these resources circulated. In discussing home use of audiovisual media, especially equipment, seniors were unanimous in their negative opinion regarding the advisability of such circulation policies. Cost of the equipment and materials, irresponsibility of the seniors, and the vulnerability of resources to misuse and hard use were the reasons most frequently given.

Availability of Adequate Duplicate Copies of Print Materials

In response to questions about the availability of print media, 37 percent of the 657 seniors responded in Phase One that they did not believe students had access to enough duplicate copies of needed books. Since this type of shortage is crucial when many students are working on similar topics, interviewees were asked to discuss the availability of duplication in their libraries.

Students in two schools felt a lack of duplicate copies of materials was not a problem in their schools. One small school group reported that reserve shelves and short term classroom collections had eliminated such a problem.

The remainder of the students believed lack of duplicate copies was a problem and gave mass assignments and single copies of "really good books" as their reasons. Mass assignments produced the most complaints as did the unavailability of periodicals in schools without microfilm collections. One of the most sincere statements was, however, also reflective of the point of view of many of the students being interviewed:

> When three or four are writing on the same topic...when you'd look in the card catalog and you would try to find the book and someone had taken it out or there wasn't any information that you really needed on the subject. But I didn't really worry about it.

Improving Public Relations About School Library Services

In Phase One, there were many questions on the accessibility of resources which many seniors answered "do not know". In view of this, interviewees were asked to suggest ways by which their school library could be better publicized. One small school group of seniors reported that their librarian does a good job with daily announcements about library materials and services over the public address system. In addition, there were posters throughout the building, book marks were provided, and verbal invitations were extended to students to use the library. Another small school group closed the conversation quickly by asserting that the library public relations in their school was most effective because the library was already the most popular place in the school. (This school's librarian's techniques are discussed under the section devoted to a discussion of evidence of librarians' willingness to serve students.)

The remainder of the students had few ideas to offer for the improvement of library public relations, but they were concerned that few efforts were made to publicize the library and to teach students how to use the library. When asked if a person walking through the building would know there was a library in the school, a senior responded, "Probably not. You'd have to assume, I guess, after all, all schools have a library buried in the middle somewhere." Other pointed suggestions and comments regarding publicity needs and efforts were as follows:

> Yes, more efforts (should be made) in earlier grades where they can learn to do all that. Now, I don't even care if I do it (use the library) or not.
>
> We need more--a class that teaches about the library: what's in it. (I) don't even know about magazines and the vertical file.
>
> Our's is effective. The media center is a popular place.
>
> Maybe we should have handbooks. Something you could pass out to the students. Just a list of things they have to offer.
>
> I think our students know what they can get from our library. That's why some kids don't come here unless to read or something now that it's getting toward the end of the year.
>
> There's so many rules. Everytime you go in you have to have a pass. Doors are always shut, at least on my lunch hour they're always shut. Sometimes they lock them from the inside so you have to knock to get in.
>
> The librarian could inform teachers who would inform students.

> ...(I) see signs advertising the library when they got these weeks where they put books on sale.
>
> The only posters advertising the library are in the library.
>
> Yea, there's a sign over the library door.

Willingness of Librarians to Assist Students

Over 90 percent of the seniors responded on the Phase One questionnaire that librarians were willing to assist students find materials. The small groups were asked to identify the kinds of things librarians did which indicated this willingness. Comments from the group from the small school which was consistently supportive of their library summed up the responses from all schools:

> She smiles a lot.
>
> Remembers your name.
>
> Greets you in the hall.
>
> Goes out of her way to locate materials.
>
> Approachable.
>
> Willing to do special things for students who need materials.
>
> ...makes an effort to circulate through the library asking, 'Is there something I can help you with?'

Availability of Library Instruction

Although nearly all seniors believed librarians were willing and available to help students generally, fewer seniors believed students were systematically taught to locate materials--to "use the library". When asked if students were taught to use the library and to operate audiovisual equipment, the interviewees responded negatively. The typical responses to the retrieval skills question were "in elementary school", "in junior high school", and "we were oriented as freshmen." Few interviewees were comfortable with their retrieval skills, and many expressed boredom with superficial "orientation" sessions. No group reported any kind of serious, ongoing, and systematic activities which would indicate a planned retrieval skills program. Several did mention, however, that librarians would "teach you, if you asked." Responses to specific questions about instruction in the use of audiovisual equipment were as negative. Their explanations for this revealed that in many schools either only teachers were permitted to use the audiovisual equipment or that their librarians were fearful that students would break the equipment. Specific responses revealed a commonality of experience in all size schools regarding instruction in the use of the library and techniques of audiovisual equipment operation.

> No, you're just on your own and find what you want.
>
> ...when you're a freshman if you're lucky...a certain teacher brings her class in and teaches you how to use the Readers' Guide.
>
> ...if you get in her (a certain teacher) class, then you're lucky. You get to learn how to use the library.
>
> She (the librarian) will show you if you ask her.
>
> When you're a freshman, they teach you how to find a book--it doesn't stick real good.
>
> One thing they don't tell you about is how to use AV equipment...I don't think they want us to use it. They don't want us to know how to use that stuff... because we'll break it.
>
> Maybe we would use them (audiovisual materials) if we knew how, you know...It would encourage us.
>
> When I was looking for something, she (the librarian) said, 'well, you can always use the microfilm.' I said, 'well, I better use it' and so she showed me how.

> Don't need to know how to operate equipment because only teachers can use it.
>
> When you're in the tenth grade, you take an English class and you come down here...and one of the ladies talks to you.
>
> Mostly English classes (teaching skills). We've been run through it about three times now. Mrs. ________ comes in and everyone goes 'agaaaaaaaaah.' And she tells you about the 920's and right on down the Dewey Decimal System and explains all the audiovisual things and all the different things that are available to you. So I've been exposed to it, and I think at least once in your three years at the high school one of the librarians will let you in on the library.
>
> Three times I had to go down to orientation (elementary, junior high, and tenth grade), but no one knows how to use it.
>
> In the tenth grade, they showed us how to do it, but they done it real fast. They just ran through it. I found it boring. When I have to find something I just ...I taught myself how to find things.

Availability of Library Facilities Through Extended Hours of Service

For the past several years, many authorities in the field of school librarianship have urged extended hours of service for school libraries, especially during the evenings and Saturdays. In response to questions dealing with extended hours, 12 percent of the 657 respondents in Phase One had replied that they believed their libraries were open during the evening hours. Only 5 percent, however, believed their libraries were open on Saturdays.

Seniors who were interviewed found the questions regarding extended hours surprising. They had not really considered it as a possibility. One senior responded that his school library was open one evening a week. Although the notice was posted on the library door, only the one senior in the group knew about the evening hours.

Only one group felt evening hours would be an asset. This group did not have easy access to a public library but believed earlier morning hours and after school hours would make their large materials collection more accessible. Most students, however, responded to this question negatively. They continued to express a preference for use of the public and academic libraries where available. Many also felt that students would not return to school in the evening. Others noted that their libraries were located in the interior of the building so that evening openings would be too much of a "hassle". A few admitted evening openings might be nice, but they didn't really think students would take advantage of them. One girl summarized the arguments very well.

> Well, I think that you can come before school and after school, and all during school, you can stop. You have like six hours during the day to get there, and if you aren't going to find time to stop in then, it is just going to cost extra money to run the library and somebody to be there. If you need a book right away, that night, you can go down to the _______ Branch. I just don't think it would be worthwhile to keep the library open.

Teacher Motivation of Library Use

Several questions were asked on the Phase One questionnaire about teacher encouragement and support of library use. In response to these questions, 50 percent of the seniors replied that the library was available to class groups; 41 percent reported that small groups from the classroom could use the library; 22 percent believed that students were encouraged to use the library for recreational use; and 53 percent felt that individual students were encouraged to use the library from the classroom for classwork.

The interview survey provided an opportunity to discuss with students the question of teacher use of the library as a resource. Specifically, interviewees usually remembered one teacher who often or regularly used the library as an integral part of teaching. The most often heard reasons for teachers taking classes to the media center were for "reports" and for "research". English and history teachers were the most cited as those who took classes to the center. Specific comments revealed:

(Small schools)

> Teachers urge us to come when reports are due, but not generally.
>
> The library is not really talked about.

(Middle-sized schools)

> Yes, a sociology teacher makes us do reports and stuff real big for two weeks.
>
> ...lot of them use experiments better than they do the library.
>
> Teachers do recommend the library as a source of help.
>
> ...depends on which subject.
>
> Teachers do--especially for freshmen--for others, they recommend the public library because they know the school library doesn't have enough material.

(Large schools)

> Teachers do encourage us to use the library.
>
> It depends on the teacher, really. Some say, 'just come in and get a book and do your report', but others, you know, they'll come around and ask if you can find what you need and everything.
>
> Usually they just turn you loose in the library. Some of them are willing to help in the library and in class, but most of them turn you loose and say, 'find your own'.
>
> Teachers feel students should use the library.

> Over the years teachers have felt a responsibility for students using library materials.

Professional Library Staff Knowledge of Classroom Activities

As was reported earlier, over 90 percent of the seniors responding to the Phase One questionnaire believed that their school librarians were available to assist students. Less than one-half, 41 percent, of the seniors believed, however, that teachers informed the library staff about classwork. This question was discussed with the interview groups. Interviewees were nearly unanimous in their opinion that librarians were not really aware of what students were studying in the classroom unless a specific class was using the library and must therefore notify the librarians. The group in one large high school admired their librarians for their knowledge of the curriculum. One student explained it.

> You'll come in, and they will ask you what class you're from and you tell them what you're here for, and they will direct you right to the books you need or to the card catalog. They will show you where to find some books in there, under the subject you need for that class. They know if you got a mystery or suspense class where those books are, and basically what you need in there.

A few seniors believed it was unnecessary for the librarians to know what was going on in class as long as they knew what students were looking for.

When asked if there should be more librarians on the library staff in order to be more available for assistance to students, no interviewee could see the need. Some did not know the difference between librarians and clerks. As one said, "clerks and librarians are nearly the same." Specific comments explained why interviewees felt the librarian often did not know about subject requirements for resources:

> No, she always goes, 'what are you doing now?'
>
> No, 'cause she mostly spends her time in here (the library). She doesn't have time to visit different classes."
>
> They don't show that they know anything about the material. (Material studied in class.) I don't think it is necessary, not really.
>
> Yes, when a teacher brings her class in she usually tells the librarian what we are looking for.
>
> No, you never hear the librarian say anything about it.
>
> None of them ever come to the classroom or anything...
>
> The teachers have said, 'don't let them check out those history books over there.' That's the only time I think they know.
>
> I get the impression they are very impersonable (sic) down there... They shouldn't have to know what you do in class, but they should know what you're looking for.

Currency of Library Collection

In hopes of following up other questions about teacher support, use of other libraries, and willingness of the librarian to be of assistance, the question was raised regarding the overall adequacy of the media center in terms of "up-to-dateness". Most interviewees were uncomfortable with this question. They felt they had nothing with which to compare their libraries except the public library and in most instances, that would have been an unfair comparison. As one young man said,

> Basically, I think it is (up-to-date). Enough for a school library. It's not anything like (the public library). They got all that stuff over there like a larger selection of books and audiovisual materials, but I think we got a good one, considering.

Several students mentioned the need for microfilm and more audiovisual media. A few others mentioned that more sets of recent encyclopedias or more paperbacks were needed. The most consistent expressed need, however, was for newer books just for reading. As one student expressed it, "more popular books that people read--the best sellers."

Availability of Paperback Collections

Availability of duplicate copies and paperbacks had appeared to be a concern of the respondents to the Phase One questionnaire. While 50 percent had agreed that paperbacks were available, 35 percent wished for more paperbacks. Most students did respond affirmatively regarding their acceptance of paperbacks. Small groups from only two schools believed their collections of paperbacks were large enough. The comments included below revealed enthusaism for paperbacks and an evaluation of their use in the schools.

> I like paperbacks better than hardcovers. Because they're not so heavy to carry around. You can just whip a paperback out of anywhere.
>
> I like paperbacks. We have lots of them.
>
> ...most of the paperbacks--they have them censored or have them checked over, but they're really not that bad. I think the kids would like those better, the ones they send back, than the ones they keep.
>
> There are more in that reading room (developmental reading room) than there are in the library.
>
> I think there should be more popular ones.
>
> It seems like they have this thing against getting anything that has sex in it or violence or whatever.
>
> Yes, they're a lot easier to carry around. These hard cover books are a lot bulkier. A paperback you can put in your pocket.
>
> I prefer paperbacks. I can get it in my back pocket better.

Attitudes Toward School Library Experiences Prior to High School

As has been stated earlier, one recent study indicated that as students move through high school the less use they make of the school library. In order to get reactions to this view as well as to gather some insights about student memories of earlier library experience, the small groups were asked if they had any specific memories or feelings about their elementary and/or junior high library experiences.

Seniors from the large schools were less vague about their memories of their elementary libraries. Although 97 percent of the total responding to the Phase One questionnaire reported having had access to some type of elementary library, the interviews revealed that in the small and middle-sized schools the recalled libraries may have been limited in program. Seniors from these schools could not remember activities and did not have any particular good feelings about prior experience. All agreed, however, that they, themselves, had used the library much more as younger students. Specific comments from seniors in large schools revealed enthusiasm and fond memories of their elementary school library experience. A sample is included.

> Back then it was always fun. It was a big thing to bring a book home. Show them how you could read it.
>
> (Have always) used high school library less and other libraries more.
>
> When we were in elementary we went to the library every week, and in junior high we used it a lot too. I liked to go to the library.
>
> In elementary school we went to the library once a week, too. In junior high I used the library a lot more than I use this one. This one I hardly use at all. When I do come I can hardly find what I want at all...
>
> In elementary they kind of pushed us to use the library.

> They tried to teach us.
>
> Well, when I was in elementary they emphasized the fact to use the library so they kind of pushed it once or twice a week, and if we had extra time in class, we could go to the library. In junior high I used it, but this one I never do, not unless I really have to....Most of the time I come in here it is not what I want, and if I am looking for something it is usually just recreational.

Better Service for Seniors

How could high school media centers better serve seniors? This question was asked of the small groups. If seniors progressively used the center less, if seniors' class schedules precluded regular use, and if seniors' classes didn't demand use of the center, how can the value of the library be increased for this top grade group? What kinds of assistance could be provided specifically for seniors? Only two students had suggestions, while 11 had specific answers which explained their lack of a helpful suggestion. The other 47 had only a negative head shake or a noncommittal shoulder shrug. All of the comments are provided here as the very lack of suggestions reinforces the idea that these young people saw little value in the library for themselves.

> I don't need it. Except for my research paper.
>
> (I am) using other libraries.
>
> Just come down to look at magazines or things like that.
>
> O.K. as it is. Just fine now.
>
> I am in school all day and so busy with classes.
>
> I was thinking about help with projects, because it seems to me that when you get to be a junior and senior that you may have a job that you didn't have before and seems like your class time, when you're not working and you have a little bit of spare time, then the rest of it is school work, and I think that they could help...more as projects go, being able to

> get materials from other libraries that you normally couldn't check out materials from.
>
> The only time I come here is when I want to read a magazine or something because I don't read books that much and it's just somewhere to go where it is quiet.
>
> I don't know... It's up to me if I don't want a study hall, so I don't think they can really do anything about it. I can go in there during noon hour, but I'd rather not. I don't really need it that much except once in a while for a paper.
>
> I don't really think they should (provide special services). Most seniors don't use the library that often.
>
> Special check-out rules for co-op students and those who work. You can't jump up in the middle of your job and say, I've got to run back to the library and check out a magazine.
>
> Underclassmen use it more than seniors. Sophomores probably do (use library most). They learn how to use it, but as years go on they slack off.
>
> I can't answer that because my teachers never bring me to the library.

Summary

Three of the original stated objectives for this study were (1) to explore in depth the reasons given by students for their opinions and attitudes about the accessibility of resources; (2) to identify viable suggestions made by students for the improvement of patterns of accessibility to resources within school media centers; and (3) to identify the characteristics of accessibility deemed of most importance by students. As already noted these objectives can not be met completely in this study due to the lack of statistical significance of the data from the interviews. However, these seniors did identify several methods directly and indirectly which librarians could consider for making resources more accessible and the media center more attractive and valuable for students: improved instruction in the use of the media center, improved and consistent public relations programs, user evaluation of program and services, and better collections for seniors.

Interviewees were not asked to rank or list the characteristics of accessibility deemed of most importance by students. They did identify the personality, friendliness, and helpfulness of the librarian as characteristics of a librarian who is willing to assist students. Furthermore, the interviewees did identify the lack of demand by classwork and teachers, lack of adequate and relevant materials, lack of knowledge and skill in the use of the library, and preference for other libraries in the community, or nearby, as reasons for seniors' nonuse of the school library.

The information from the small group interviews revealed that there was a discrepancy in what seniors believed was accessible for younger students and what was accessible for themselves. An example is the attitude of seniors about the accessibility of print resources. In Phase One, 74 percent of the respondents had noted that teachers did discuss and recommend materials for classwork, and over 75 percent responded that print materials for classwork were available. These responses were in relationship to what was true generally for all students. When questioned in the small group interviews about the accessibility of resources for themselves, seniors were less satisfied. They reported their teachers did not require use of the center. Their schedules were less demanding of the resources collection, but when their classwork did require resources, the seniors found the collections inadequate.

CHAPTER SIX

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter contains a summary of the design of the study, major findings, conclusions, implications, and recommendations for further research. One limitation of the study must be stressed. This investigation surveyed only opinions of high school seniors. No attempt was made to collect data about the quantitative availability of materials, staff, facilities, and services.

Summary of the Design of the Study

Purpose of the Study

This study surveyed the opinions of high school seniors about the accessibility of resources of their school media centers for all students. For purposes of the investigation, accessibility was defined as "the availability of resources and facilities, the ease of use of these resources, and arrangements to make those resources available". Nine characteristics of accessibility were defined from the 1969 Standards for School Media Programs and the general literature: (1) availability of resources; (2) availability of staff; (3) availability of media center facilities through regular and extended hours of service; (4) flexibility and ease of circulation and loan policies for total school and home use; (5) availability of media center facilities through their location, design, and arrangement; (6) availability of newer technology for the projection of materials; (7) availability of interfacility loans; (8) availability of flexible or open scheduling during the school day; and (9) faculty and media center staff planning for the use of resources.

The principal objectives of the study were:

1. to determine high school senior opinions about the accessibility of school media resources in Michigan high schools accredited by the North Central Association of Colleges and Schools;

2. to explore in depth the reasons given by seniors for their opinions and attitudes toward the accessibility of resources;

3. to identify viable suggestions made by seniors for the improvement of patterns of accessibility to resources in school media centers;

4. to identify the characteristics of accessibility deemed of most significance by seniors;

5. to determine whether size of school affects seniors' opinions of accessibility of resources;

6. to determine if seniors' opinions about the accessibility of resources is affected by (1) student academic rank, (2) sex of respondent, (3) immediate post high school plans, (4) experience with centralized school media centers prior to attending high school, and (5) status as media center user.

Research Design

This investigation was designed to be completed in two phases. In Phase One, 657 high school seniors were asked to answer a questionnaire about the availability of resources in or through their school media centers for all students. The sample was drawn from approximately 13,000 seniors attending 55 public high schools accredited by NCA. All high schools were located in seven counties in the southwestern section of the state of Michigan.

Total findings of seniors' opinions about the accessibility of school media resources were reported. The Chi-square test of significance was used to examine the relationships between six variables of senior student characteristics and 50 items of accessibility as they existed for all students in a school. (See Appendix 1 for a list of accessibility items.) The six variables of senior student characteristics were: (1) size of school: small, middle-sized, and large; (2) student academic rank: top one-third, middle one-third, lower one-third, and do not know; (3) sex of respondent; (4) immediate post high school plans: community college/vocational school, four year college, employment, undecided, and other; (5) experience with centralized school media centers prior to high school (elementary and junior high: area, area plus adult, and no/do not remember); and (6) status as a user of the media center: yes, no, limited, and do not know.

Phase Two of the study was an interview survey of 60 of the seniors randomly drawn from the 657 who completed the Phase One questionnaire. The second survey was conducted as a series of small-group interviews. These interviews sought to secure from seniors the reasons for their responses to the Phase One questionnaire. No claim to statistical significance is made for the results of the second survey, as the sample used was too small for application of a test of significance.

Major Findings

Objectives five and six of the study were to determine whether seniors' opinions about the accessibility of resources were affected by the variables of (1) size of school attended, (2) student academic rank, (3) sex of respondent, (4) immediate post high school plans, (5) experience with centralized school media centers prior to attending high school, and (6) status as a media center user. According to the data which reflected the total numbers of accessibility items that indicated a significant relationship to the variables at the .05 or .01 levels, the three variables which would appear to have the most affect on seniors' opinions of accessibility were status as user, size of school attended, and academic rank. The total number of items significant at the .05 level or above for each variable was reported here in descending order: (1) status as media center user, 36 items; (2) size of school attended, 29 items; (3) academic rank, 28 items; (4) prior experience with centralized school media centers, elementary, 20 items; junior high, 19 items; (5) sex of respondent, 17 items; and (6) post high school plans, 15 items.

The summarization of the findings has been organized under six major divisions: (1) availability of media, including newer technology for projection of materials; (2) availability of staff; (3) availability of media center facilities through regular and extended hours of service and scheduling; (4) availability of resources through circulation policies, including interfacility loans; (5) availability of media center facilities through their location, design, and arrangement; and (6) availability of faculty-media staff planning for use of media. Each division summarizes first the total responses and then significant findings related to the six variables.

Availability of Media

According to seniors' responses, with the exception of materials on microfilm and the availability of duplicate copies of materials, print media were generally available in school media centers for classwork and recreational use. Audiovisual media were considered less available than print resources. The most common audiovisual media, according to the 657 seniors, were films, filmstrips, and slides. Audiovisual media for recreational purposes were less accessible than for purposes of classwork, but audiovisual equipment for recreation was more accessible than the materials or software. Furthermore, students generally were less aware of the availability of audiovisual resources than they were of print resources. This finding is consistent in the data, regardless of the data which were analyzed. Approximately 40 percent of the seniors reported the availability of VTR, but only one-half of that number believed that students could use VTR materials or had access to the use of television in the media center.

An interesting finding was that fewer students believed more audiovisual media should be added to the media collections than believed more print media should be added, with the exception of microfilm. This attitude was extended in the interviews when many seniors expressed need for more print materials. Their orientation as seniors undoubtedly caused them to indicate a need for "more advanced" information, but they also expressed a need for more contemporary fiction--"the books people read".

Nonusers of the media center were not satisfied with the availability of magazines and newspapers for either classwork or recreation. A significant number of all categories of users believed more print media should have been available for classwork, including more duplicate copies. According to all categories of users, the least available of print resources was microfilm. Once again, the data revealed that for all categories of users, audiovisual media were less available than print media, although 39 percent of the users and 29 percent of the limited users believed VTR materials were available in the media center.

The data revealed that on a continuum of satisfaction with the accessibility of resources, seniors from the smallest schools were usually the most satisfied, seniors from the large high schools were the next most satisfied, and seniors from the middle-sized schools were the least satisfied. The print exceptions were microfilm and duplicate copies.

When grouped by academic rank, nearly one-half of the top one-third of the seniors and one-half of the lower one-third of the seniors expressed the need for more books for classwork. The real shortages they perceived were in the quantities of paperbacks and duplicate copies.

More than 80 percent of the seniors who had prior experience with centralized media center facilities reported the availability of books and magazines for classwork and paperbacks. Much less satisfaction was noted with the availability of audiovisual materials for recreation, materials on microfilm, VTR materials, and student use of those materials.

While both boys and girls were satisfied with the availability of books, girls were less satisfied than boys were with the adequacy of the book collection for classwork. Both sexes were less satisfied with and aware of the availability of audiovisual media than they were with print media; however, fewer boys than girls were unfamiliar with the availability of audiovisual media.

Seniors, regardless of post-high school plans, were relatively satisfied with the availability of books for recreational reading, but 45 percent of those seniors planning some sort of higher education program believed more newspapers for classwork should have been available. Two-thirds of all the students reported that either audiovisual equipment was unavailable for recreation or that they did not know whether it was available.

Availability of Staff

Seniors believed that librarians were available and that they were willing to help students locate and use materials. However, when asked about specific types of assistance, seniors reported that librarians were less available and willing to recommend materials for recreational use. Also, seniors were less positive that students were taught how to use audiovisual equipment and how to locate and use information in the media center. This was further amplified in the interviews when nearly all seniors expressed that they, themselves, had been oriented, either in junior high school and/or in the first year of high school, but had not received ongoing, indepth media and communication skills instruction and techniques.

Media center users and nonusers agreed that their librarians were available and willing to help generally, but they were less satisfied with the specifics of staff assistance: the teaching of retrieval skills, instruction in the use of audiovisual equipment, and the provision of reading guidance. A significant number of seniors answered in the "do not know" column when asked about the availability of instruction in the use and operation of audiovisual equipment and the availability of reading guidance.

Seniors in large schools were the most satisfied with their media retrieval skills programs. About 30 percent of all sizes of schools wished for more such instruction. In the area of reading guidance, middle-sized school seniors were less satisfied than were seniors from small and large schools. When responses were organized by academic rank, nearly all the seniors reported that librarians were willing to help them find materials, but approximately only one-half of the seniors reported the availability of media skills instruction. About 30 percent of seniors in each of the three academic ranks responded that they wished for more such instruction.

Seniors who remembered elementary media centers found librarians willing to help students find materials. Those who remembered junior high school media centers believed librarians were available and willing to help find materials, although less willing to recommend materials for recreational use.

Regardless of whether they were planning a higher education experience, full-time employment or other futures, or whether they were just undecided, seniors believed librarians were willing to help students find materials. Students in all categories of post high school planning were less affirmative about whether librarians taught retrieval skills and even less positive that librarians recommended materials for recreational use. Many seniors expressed a wish for these kinds of specific assistance from librarians.

Availability of Media Center Facilities Through Regular and Extended Hours of Service and Scheduling

As perceived by seniors, study halls and scheduled work as part of a class group were major avenues of access to the media center for students. Generally, the majority of the seniors believed that their media centers were open during the noon hour, but they were less certain about service before and after school. The majority were also agreed that media centers were open neither for Saturday or evening use nor for use during summer vacations. Many reported, however, that materials could be checked out for use over vacations. The majority also agreed that media centers were less available for recreational use of media and facilities than for use for classwork.

Examining responses by the variables of user status, size of school attended, academic rank, prior school media center experience, sex of respondent, and post high school plans, certain general findings are reemphasized.

Media center users believed the centers were open before school, but less than one-half of the nonusers did not know whether the centers were open after school. Although the study hall appeared to be the most prevalent avenue for access, seniors believed media centers were available to students as individuals, whether it was from a class, as an individual, as part of a small class group, and especially for classwork. Accessibility for recreational purposes was viewed as less attainable. Finally, although seniors' responses analyzed as users or nonusers revealed that seniors thought centers were accessible through class scheduling, the data revealed that they were less certain of this characteristic of accessibility than they were the characteristics relating to the availability of media, staff, and extended hours of service.

One-third of the students attending large high schools did not know whether their centers were open during the lunch hour, and large numbers from all sizes of schools did not know whether the center was open after school closed for the day. Fewer than one-third of the seniors in all sizes of schools believed that the centers were accessible for recreational use. One-third of the seniors in the small and middle-sized schools, and nearly one-half of the seniors in large schools believed that their centers were not accessible for recreational purposes.

Most student responses, when organized by academic rank, indicated that media centers were available during the noon hour, but only one-half believed them to be open after school. A significant number in all ranks responded that they did not know whether the centers were open after school. Approximately one-half of the seniors in the lower one-third of their class reported that students were encouraged to use the center for classwork as individuals and as members of classes. However, many students felt the need for more encouragement to individual students. Nearly one-half of the seniors in the first three of the four categories believed that more classtime could be spent in the media center.

Of the seniors who remembered both elementary and junior high school media centers, about one-half believed the high school media center was open after school closed for the day and that students could use the centers as members of classes and small groups from the classroom. About 40 percent of those groups wished for more access to the media center from the classroom. Although less than 10 percent of the seniors who remembered prior media center experience believed their high school centers were open for Saturday services, over 75 percent affirmed that their centers were open during the lunch hour.

When the data, organized by sex, was examined, it was revealed that two-thirds of both boys and girls did not know whether their media centers were open before classes began for the day. Both sexes also believed that the study hall was the major avenue for student access to the centers and both wished for more small group access from the classroom.

The majority of the seniors planning to attend some type of higher education program believed the media centers to have been open after school hours. Students who were planning immediate entry into the job market, who were undecided about the future, or who planned other activities after graduation were less positive about after school service. Their opinions were more heavily reflected in the "no" and "do not know" columns.

Accessibility of Resources Through Circulation Policies Including Interfacility Loans

Approximately 50 percent of all seniors believed that all students in their schools were able to borrow reference materials for use outside the media center, that reserve shelves were available, and that print materials circulated over vacation periods. The usual negative perceptions of student access to audiovisual media were reaffirmed by the 50 percent who believed that audiovisual media did not circulate for home use.

The majority of the seniors did not know whether interfacility loan services were available to students. Although many pointed out in the small group interviews that their librarians recommended other libraries to them, the possibility of interlibrary loans was not one of particular concern. Their own mobility and the proximity to other libraries combined with the length of time such service takes, appeared to make full implementation of interlibrary loan possibilities rather undramatic.

When the data relating to the items describing circulation policies and interfacility loans were analyzed by the variables, it was revealed that relatively few of the items indicated a significant relationship to any of the variables. Only one-half of the media center users believed reserve services were available, while one-third of the users believed reference materials did not circulate. One-half of the seniors in each user category reported that they did not know whether interfacility loans were available to students. While 47 percent of the seniors in small schools were unaware of the availability of reserve service, only 28 percent in middle-sized schools and 27 percent in large schools were unaware of such service. However, the circulation of reference books appeared more prevalent in small schools. Again, one-half to nearly two-thirds of the seniors in each of the three sizes of schools reported they did not know whether students had access to interfacility loans.

When grouped by academic rank, seniors revealed unawareness of the availability of audiovisual media, since well over one-third of the seniors in each of the three rank categories plus the "do not know" category agreed that they did not know whether audiovisual media circulated for home use.

When the seniors' responses were organized by prior media center experience, it was found that only 28 percent of those who remembered elementary media centers, and 24 percent of those who remembered junior high school media centers, thought audiovisual materials circulated for home use. A large majority responded either negatively or "do not know" to this question. Over 94 percent of those who remembered elementary media centers believed students could borrow materials for over vacation periods.

Availability of Media Center Facilities Through Their Location, Design, and Arrangement

Responses relating to the availability of media center facilities appeared to reflect the priorities for the design of facilities expressed in the general literature of the late sixties and early seventies. A large majority of the respondents agreed generally that: (1) media centers were located for ease of accessibility; (2) materials were arranged for easy location; (3) media centers were comfortable places; and that (4) there were special areas in the media centers where audiovisual materials could be used. Audiovisual media were still negatively perceived, as more than one-third of the seniors believed that audiovisual equipment was not stored for ease of location, and one-third of the seniors did not know whether audiovisual materials were arranged for convenience of use. Relatively few seniors, 20 percent, thought students had unqualified access to production facilities, while 66 percent answered either that students did not have access or that they did not know whether students had access.

Availability of Faculty-Media Staff Planning for Use

Analysis of the data relating to faculty-media center staff planning for use of resources revealed that two-thirds of the seniors believed teachers notified librarians of classwork and discussed and recommended materials for classwork. Most of the seniors believed teachers used audiovisual materials in instruction. Also, they believed that teachers, like librarians, made fewer attempts to discuss and recommend materials for recreational use.

When grouped by user status, seniors' responses were more critical of accessibility of materials through teacher recommendation than through any other items of accessibility. Many seniors, from one-third to one-half of the sample, believed that teachers should have made more recommendations of materials in the media center for classwork.

While one-half of the seniors in large schools believed teachers did notify librarians of what was being studied in classes, only one-third of the students in small and middle-sized schools believed that to have been true. From one-fifth to one-third of all the students did not know whether such communication existed.

Academically, 30 percent of the top one-third of the seniors wished more teacher-media staff communication, while large numbers of the top one-third of those who did know their academic standing believed no such communication took place. Large groups of seniors in the lower one-third of the class wished for more teacher recommendation while equally large numbers, from 34 percent to 45 percent, believed teachers did not recommend materials for recreation. One-half of the top one-third of the seniors academically wished also for more teacher involvement in making materials for classwork more accessible. This opinion was shared by substantial numbers of students in each of the other categories.

About one-half of the students who remembered junior high school media center experience believed teachers arranged for class use of the media center. Slightly fewer wished for more such use. Although about one-third believed students had access to the media center as members of small groups from the classroom, just under one-half wished more such access.

One-third of the boys believed more teachers should recommend materials for recreational use, and one-third believed teachers never made such recommendations. One-fourth of the girls believed more teacher recommendations could have been made, while nearly one-half of the girls responded negatively when asked whether teachers recommended materials for recreational use.

When grouped by post high school plans, responses revealed that from one-fourth to one-third of the seniors did not know whether teachers notified librarians of subjects being studied in class.

Conclusions

Six general objectives were stated for this study. The first objective sought to determine high school seniors' opinions of the accessibility of school media resources in accredited Southwestern Michigan schools. Seniors were asked to respond to questions on a survey questionnaire in terms of what they believed existed for all students in the school. The following general conclusions can be drawn about seniors' opinions of the accessibility of school library media resources.

General Conclusions

1. Although many seniors wished for more print materials to support classwork, in general, seniors believed print materials were available in adequate quantities for the support of classroom instruction.

2. According to seniors, audiovisual resources were available in adequate quantities for neither classwork nor for recreational use. Furthermore, what audiovisual resources were available were less accessible to students than were print materials.

3. Significant numbers of seniors did not know whether audiovisual resources and services appropriate to audiovisual media use were available to students.

4. According to seniors' opinions, student access to the use of

television, VTR materials, and production facilities was limited.

5. According to seniors' views, media staffs were available and willing to help students find materials. They were less available and willing to provide specific assistance such as teaching media retrieval skills, teaching techniques of audiovisual equipment operation, and for recommending materials for recreational, or personal, use.

6. According to seniors, study halls and scheduled classwork sessions in the media center were the major avenues of access to the media center for most students. Also, it would appear, seniors wished for more access through planned classtime work in the media center.

7. Media center resources were, according to seniors, less accessible for recreational purposes than for purposes of classwork.

8. In the view of seniors, circulation of reference materials, special reserve sections, and vacation loan privileges were available to most students; however, the same circulation privileges did not extend to audiovisual materials.

9. As reported by seniors, interfacility loan service was not a major source of information for students. While teachers used films secured from outside school sources, and the media staff recommended the use of other libraries, the use of interlibrary, or interfacility, loans for students was minimal.

10. In the view of seniors, media center facilities were comfortable, were located for general accessibility, and contained collections that were arranged for easy location as well as special areas where audiovisual materials could be used.

11. In general, seniors believed that teachers notified librarians about subjects that were being studied in class, recommended

materials for classwork, and used audiovisual materials in classroom instruction. However, many students believed more teacher effort could have been made in these areas. Furthermore, seniors thought that teachers, like librarians, did not recommend materials for recreational use.

12. It would appear that of the six student characteristics used for this study, three have the most significant effect on seniors' opinions about the accessibility of resources. Those three characteristics are status as media center users, size of school attended, and academic rank, or standing.

Conclusions from Small Group Interviews

Small-group interviews were held with 60 of the students who answered the Phase One questionnaire. The purposes of the interviews were to explore in depth the reasons given by seniors for their opinions, to identify viable suggestions made by seniors for the improvement of the patterns of accessibility to resources, and to identify characteristics of accessibility they deemed of greatest importance.

Seniors had identified themselves on the Phase One questionnaire largely as nonusers of the school media center. Those who were interviewed further characterized themselves as users of other libraries. They also described themselves as nonreaders for recreational and personal purposes except for paperback and magazine reading.

Summaries of the small-group interviews are reported in Chapter V. The following general conclusions are supported in those summaries and are statistically unsupported student opinions only.

1. Seniors viewed resources as more accessible for younger students than for themselves. Collections, specifically, were inadequate

for many of their needs and interests as seniors.

2. Nonuse of the media center by seniors appeared to be determined by teacher failure in making assignments demanding use of resources, traditional teaching, lack of unscheduled class time during the school days, lack of knowledge and self-confidence regarding the use of the media center.

3. Seniors agreed that, in their view, the personality of the librarian was the most important characterisitc of accessibility to resources.

4. Publicity about the media center and its services appeared to be inadequate and failed to draw student attention to media center holdings, privileges and policies, and services.

Challenges and Concerns

If the seniors' opinions reported in this study are an accurate reflection of the accessibility of resources, several challenges and concerns can be identified. Six are discussed in this section.

The concept of the media center itself is apparently still to be implemented in NCA accredited high schools. Although adequate facilities were perceived by seniors to be available, traditional audiovisual media are in short supply. Furthermore, students do not see themselves as encouraged to use audiovisual media naturally and independently or in ways comparable to their use of print resources.

Large numbers of seniors identified themselves as unknowledgable of the skills necessary for independent retrieval and use of media. The issue of skills instruction has been debated for years in terms of justification, philosophy, and methodology. Perhaps more studies of student opinion, test data, experimental research results, and the feasibility of electronic retrieval systems should be collected. Out of these efforts might come some arguments based on fact which would result in retrieval programs that are educationally sound, productive, and feasible for wide implementation. In the meantime, perhaps most school media specialists should move ahead carefully to evaluate student competencies in the location and use of media and attempt to remove major deficiencies which surface.

Students viewed resources as less accessible for recreational purposes than for purposes of classwork. They believed that materials collections for personal or recreational use were less adequate, that facilities were less accessible, and that both teachers and librarians were less willing to recommend materials for this kind of use. In a time when professional media specialists are struggling to develop basic programs and keep up with curricular demands, materials and programs to meet personal needs may have to be deemphasized, but the fact remains that students in some communities have only the school media center to turn to for materials which meet their noncurricular needs and interests. Failure of the school media center to meet some of these needs may also explain why students turn to other libraries and sources of information.

Seniors wished for more teacher use of the media center through assignments, recommendations of materials, and classwork in the center. In the interviews, seniors in all of the small-groups noted that unless their teachers demanded use of the center, they just did not use it. For years, media specialists have bemoaned the lack of teacher knowledge of the value and use of the media center. Perhaps student demand, coupled with media specialist leadership, could provide the impetus for more effective inservice education programs for teachers. This, in conjunction with more effective efforts to work with teachers in the implementation of curriculum, could help solve this ongoing problem of accessibility to resources.

The "do not know" column were marked consistently by large numbers of seniors in response to many questions describing accessibility. "Why don't they know?" becomes an interesting question for contemplation. One answer is that public relations programs, publicity, information programs, whatever rubric, must be noticeably ineffective or absent. The questions remain. How do students learn that the media center is open after school? How do students learn that they have access to facilities to make simple visuals for class reports? How do students learn that the librarian could, if other avenues failed, secure materials for them from the nearby university or the state library? Is there evidence in the halls, the classrooms, the student newspaper, that the school media center is alive, thriving, and important in the learning life of the student?

The role of evaluation in media program development is becoming more prominently described and advised by leaders in the field:

> Evaluations of experiences and assessment of materials and processes by students and teachers are integral parts of the school media program. They are sought by the media staff and they contribute to the ongoing cycle of development and renewal, providing needed assurances for the media professionals who strive to achieve program goals and objectives.[1]

This study would certainly support the need for building media specialists to do broad-based user studies. The results of such studies could be used to justify increased budgets of time and money for materials, inservice programs for teachers, K-12 programs in techniques of audio-visual media use, the development of either a viable research skills program or a mechanical retrieval system, and interfacility loan programs. All of these developments would seem necessary in the light of the data in this study.

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[1] American Library Association, Media Programs, p. 61.

Implications for Further Study and Action

Many implications for further study and action can be drawn from this investigation. A few were discussed in the previous section; however, there are a few implications that are particularly pertinent to teacher and library education and to the North Central Association. These are briefly discussed here.

Teacher Education

For the past 20 years, at least, researchers and describers of school library development have discussed the need for better pre-service preparation of teachers in the areas of library and media use. The literature provides many studies defining these needed competencies; however, except for the Knapp School Library Project,[1] which described successful programs involving teacher education departments in a select number of schools, the literature is relatively free of proposals and projects which have successfully effected change in the preparation of teachers. The desired change would result in teachers who know how and do effectively use organized materials collections in their teaching. As this study revealed, seniors' opinions indicated student awareness of the lack of teacher motivation as one of the major impediments to more use of the media center by students. Preservice educational experiences should be developed which will help teachers develop strategies for use of media in classroom instruction and strategies for use of media to motivate independent and individualized student learning. These strategies should involve much more than materials production, equipment operation, and basic sources for selection of media. Rather, they should involve, also, such things as methods of selection of appropriate media for desired learnings, content analysis, message design, and the organization of information.

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[1] The Knapp School Library project was carried out in the early sixties by the American Association of School Librarians and involved demonstration of quality media programs. See: Sullivan, Peggy, ed. Realization: The Final Report of the Knapp School Libraries Project (Chicago) American Library Association, 1968.

Library Education

There are several implications for library education programs for school media specialists at both the preservice and continuing education levels. Preservice programs for school media specialists should include methods of research, techniques for implementing good public relations and inservice programs for teachers, and techniques of management which include the development of program goals and objectives and the concomittant evaluation procedures. The same areas should be most appropriate for continuing education programs: short courses, institutes, and workshops. In addition, the types of recommendations for helping teachers develop more effective strategies in the use of media might also be appropriate for school media specialists who have not recently had a formal education experience, either in structured college or university courses, or in continuing education experiences.

Inservice Education for Teachers

The entire area of teacher inservice education for media competencies is a complicated one. Historically, librarians and media specialists have been concerned with demonstrated lack of teacher knowledge about materials and the potential role of the library or media center in the teaching/learning process. The concern, as has been noted, is not just with the need to learn how to produce materials, but how to develop teaching strategies which integrate materials use as part of the instructional design. This involves, of course, media research and communication skills for students.

Complications may currently arise from problems posed by teacher contracts, workloads, resistance to change, and probable lack of perception of the need for inservice education. For instance, Beilke[1] found in her study of teacher acquisition and use of instructional materials that greater proportions of principals and media specialists than teachers emphasized the need for inservice. The challenge will have to be met, however, if teaching strategies are to be changed to meet the presently defined needs of students and to keep up with the possibilities for change made inevitable by seemingly always new developments in instructional technology.

Implications for North Central Association

It is possible that more media center user evaluation results should be a part of the data gathered for the NCA evaluation process. These user evaluation studies might be similar to the one used in this investigation, but they would also be directed to teachers, with the purpose of determining how much teachers actually use and promote the use of materials in or from the media center. It would include, too, an evaluation of how often they plan with the media center staff and how often they motivate or plan for students to use resources.

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[1] Patricia F. Beilke, "A Study of Acquisition and Usage of Instructional Media by Teachers in Selected Michigan Public Schools" (Ed.D. dissertation, Western Michigan University, 1974), p. 77.

Any survey of student opinion, for any reason, regarding media usage in schools should reflect the probable effect on those opinions of the student characteristics of user status, size of school, and academic rank.

Suggestions for Further Research

The findings of this investigation of seniors' opinions about the accessibility of school library media resources emphasize the continued need for research into the specialized field of school librarianship. Based on the findings and implications of this study, the following are suggestions for further research.

1. Replicate this study with other groups of seniors.

2. Replicate this study, or a similar study, with media specialists,[1] teachers, and administrators, and compare the findings with those from students' opinions.

3. Identify successful patterns of inservice media programs for teachers.

4. Investigate patterns of high school collection development for the support of upper level course work.

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[1] One such study has been completed. Alida L. Geppert, "Student Accessibility to School Library Media Center Resources as Viewed by Media Specialists and Compared to Students in Southwestern Michigan Secondary Schools" (Ed.D. dissertation, Western Michigan University, 1975).

5. Investigate information sources used by better students, such as merit scholars.

6. Survey public relations procedures used by secondary school media specialists.

7. Investigate perceived need and actual role of media specialists in curriculum development.

8. Investigate sources of information used by nonusers of the media center.

9. Compare media center resources and programs of non NCA schools with NCA schools.

10. Investigate the relationship of number of media staff to complete accessibility of resources.

11. Conduct experimental studies of methods of teaching media retrieval skills.

12. Investigate the status of media center staff participation in continuing education opportunities.

In a school community, the school media specialist is expected to be many things to many people. In order to fulfill those expections, the media specialist may wish to experiment with collecting user opinions about the media program. It is hoped that the evidence of the value of student opinion provided by this study will encourage more media specialists to gather user opinions for assistance in providing rationale for changing and improving school media programs.

APPENDIX 1

PHASE ONE QUESTIONNAIRE
ACCESSIBILITY OF RESOURCES

Accessibility of Resources

STUDENT INFORMATION

Please mark only one response for each question.

1. Sex of student responding?
    1. female
    2. male
2. Estimate your academic standing in the senior class.
    1. top one-third
    2. middle third
    3. lower third
    4. do not know
3. What are your immediate plans after you graduate from high school?
    1. attend community college or vocational school of some type
    2. attend four year college
    3. full-time employment
    4. undecided
    5. other (please specify on this sheet if you have no objection
4. Do you consider yourself a school library media center user?
    1. yes
    2. no
    3. to a limited degree
    4. do not know
5. Which best describes your use of the school library media center?
    1. daily
    2. weekly
    3. twice a month
    4. once a month
    5. not at all
6. Was there a library available to you when you were in elementary school?
    1. yes
    2. no
    3. do not remember
7. If the answer to the previous question is "yes" which type of program best describes that library? If the answer is "no" or "do not remember", mark number 10 on the answer sheet.
    1. only an area in which materials were organized for students to use
    2. an area in which materials were organized for students to use and an adult in charge to help students locate materials

8. Was there a library available to you when you were in junior high or middle school?
    1. yes
    2. no
    3. do not remember

9. If the answer to the previous question is "yes" which type of program best describes that library? If the answer is "no" or "do not remember", mark number 10 on the answer sheet.
    1. only an area in which materials were organized for students to use
    2. an area in which materials were organized for students to use and an adult in charge to help students locate materials

STUDENT PERCEPTIONS OF THE ACCESSIBILITY OF SCHOOL LIBRARY MEDIA CENTER RESOURCES

Please mark only one response. Remember you are responding to questions about your perceptions of what is true generally for all students in your school.

10. Are students in your school able to obtain books in the school library media center that they need for classwork?
    1. yes
    2. yes but there should be more books
    3. no
    4. do not know

11. Are students in your school able to obtain newspapers in the school library media center that they need for classwork?
    1. yes
    2. yes but there should be more newspapers
    3. no
    4. do not know

12. Are students in your school able to obtain magazines in the school library media center that they need for classwork?
    1. yes
    2. yes but there should be more magazines
    3. no
    4. do not know

13. Are students able to obtain recordings (disc, tape, etc.) that they need for classwork?
    1. yes
    2. yes but there should be more recordings
    3. no
    4. do not know

14. Are students able to obtain filmstrips, slides, and other visual media in the school library media center that they need for classwork?

    1. yes
    2. yes but there should be more visual media
    3. no
    4. do not know

15. Are students able to obtain books in the school library media center that they want for recreational reading?

    1. yes
    2. yes but there should be more books for recreational reading
    3. no
    4. do not know

16. Are students able to obtain newspapers and magazines in the school library media center that they want for recreational use?

    1. yes
    2. yes but there should be more newspapers and magazines
    3. no
    4. do not know

17. Are students able to obtain audiovisual materials such as filmstrips and recordings in the school library media center that they want for recreational use?

    1. yes
    2. yes but there should be more audiovisual materials for recreational use
    3. no
    4. do not know

18. Are students able to obtain audiovisual equipment (such as tape recorders, filmstrip projectors, etc.) in the school library media center for classwork?

    1. yes
    2. yes but there should be more equipment
    3. no
    4. do not know

19. Are students able to obtain audiovisual equipment in the school library media center for recreational materials?

    1. yes
    2. yes but there should be more equipment
    3. no
    4. do not know

20. Are materials available on microfilm in the school library media center?
    1. yes
    2. yes but there should be more microfilm
    3. no
    4. do not know

21. Are there sufficient duplicate copies of books in the school library media center?
    1. yes
    2. no
    3. do not know

22. Are students able to obtain paperback books in the school library media center?
    1. yes
    2. yes but there should be more paperbacks
    3. no
    4. do not know

23. Are students able to obtain materials much in demand from a convenient reserve shelf or section in the school library media center?
    1. yes
    2. yes but not often enough
    3. no
    4. do not know

24. Are video tape recorded materials available in the school library media center?
    1. yes
    2. yes but there should be more video taped materials
    3. no
    4. do not know

25. If the answer to the previous question is "yes" may individual students use them? If the answer is "no" or "do not know" mark number 10 on the questionnaire.
    1. yes
    2. no
    3. do not know

26. Do students in your school have access to the use of television in the media center?
    1. yes
    2. yes but there should be more access
    3. no
    4. do not know

27. Are students in your school able to produce materials such as transparencies, slides, filmstrips, posters, etc. in the school library?
    1. yes
    2. yes but there should be more production facilities
    3. no
    4. do not know

28. Are there librarians available to help find materials for students who go to the school library media center for assistance?
    1. yes
    2. yes but there are not enough librarians to help
    3. no
    4. do not know

29. Are librarians willing to help students find materials in the school library media center?
    1. yes
    2. no
    3. do not know

30. Do librarians teach students how to find and use materials?
    1. yes
    2. yes but their time is limited
    3. no
    4. do not know

31. Do librarians or some other adult staff teach students how to use audiovisual equipment?
    1. yes
    2. no
    3. do not know

32. Are librarians available and willing to recommend materials to students for recreational use?
    1. yes
    2. yes but their time is limited
    3. no
    4. do not know

33. Is the school library media center open to serve students at least 30 minutes before school begins?
    1. yes
    2. no
    3. do not know

34. Is the school library media center open to serve students during the lunch hour?

    1. yes
    2. no
    3. do not know

35. Is the school library media center open to serve students at least 30 minutes after school closes for the day?

    1. yes
    2. no
    3. do not know

36. Is the school library media center open to serve students on Saturday?

    1. yes
    2. no
    3. do not know

37. Is the school library media center open to serve students in the evening hours?

    1. yes
    2. no
    3. do not know

38. Is the school library media center open to serve students during summer vacations?

    1. yes
    2. no
    3. do not know

39. Can students check out reference books, such as encyclopedias, dictionaries, and almanacs, for use outside the school library media center?

    1. yes
    2. no
    3. do not know

40. Can students check out audiovisual materials from the school library media center to take home?

    1. yes
    2. no
    3. do not know

41. Can students check out materials from the school library media center for use over vacation periods?

    1. yes
    2. no
    3. do not know

42. Is the school library media center in your school located so that it is easily accessible to most students during the school day?

    1. yes
    2. no
    3. do not know

43. Does the school library media center in your school have special areas where students may use audiovisual materials?

    1. yes
    2. no
    3. do not know

44. Are materials arranged in your school library media center so that students may locate them easily?

    1. yes most materials are arranged for ease of location
    2. yes but more consideration could be given to arrangement
    3. no
    4. do not know

45. Is audiovisual equipment stored in your school library media center in such a way that students can locate it easily?

    1. yes
    2. no
    3. do not know

46. Is the school library media center a comfortable place for students to be?

    1. yes
    2. no
    3. do not know

47. Do teachers use films in the classroom which they secure from other libraries or materials centers outside the school building?

    1. yes
    2. no
    3. do not know

48. If students have needs for material from other libraries or materials centers, will librarians borrow it for them?

    1. yes librarians will borrow any materials needed
    2. yes but this service should be expanded
    3. no
    4. do not know

49. Do most students have a study hall period during the school day when they can use the school library media center?

    1. yes
    2. no
    3. do not know

50. If there is no study hall period for most students, does school policy provide any other scheduled time during the school day when students may use the school library media center?

    1. yes
    2. no
    3. do not know

51. Are students encouraged to go to the school library media center whenever they have need to do so for classwork?

    1. yes
    2. yes but need more encouragement
    3. no
    4. do not know

52. Are students encouraged to use the school library media center whenever they have need to for recreational purposes?

    1. yes
    2. yes but need more encouragement
    3. no
    4. do not know

53. Do teachers arrange for classes to go to the library media center and use materials?

    1. yes many do
    2. yes but more could do so
    3. no
    4. do not know

54. Do teachers encourage individual students to go to the library media center and use materials?

    1. yes many do
    2. yes but more could do so
    3. no
    4. do not know

55. Do teachers permit small groups of students to go from the classrooms to work in the library media center?

    1. yes many do
    2. yes but more could do so
    3. no
    4. do not know

56. Do teachers notify the librarians of subjects being studied in class?

    1. yes many do
    2. yes but more could do so
    3. no
    4. do not know

57. Do teachers use audiovisual materials such as films, filmstrips, and recordings in the classroom?

1. yes many do
2. yes but more could do so
3. no
4. do not know

58. Do teachers use video tape recorded materials in the classroom?

1. yes many do
2. yes but more could do so
3. no
4. do not know

59. Do teachers use television material in the classroom?

1. yes many do
2. yes but more could do so
3. no
4. do not know

60. Do teachers discuss and recommend materials in the school library media center for students to use for classwork?

1. yes many do
2. yes but more could do so
3. no
4. do not know

61. Do teachers discuss and recommend materials in the school library media center for students to use for recreational purposes?

1. yes many do
2. yes but more could do so
3. no
4. do not know

APPENDIX 2

SMALL-GROUP INTERVIEW INSTRUMENT

Small-group Interview Instrument

1. Two-thirds of the seniors who answered the questionnaire last fall said that they were nonusers of the school library. Why do you believe so many seniors do not use the school library?
2. Do seniors use other libraries?
3. Many seniors answering the questionnaire did not know whether librarians would borrow books and other materials for students from other libraries. Would this, interlibrary loans, be a good service to have for students?
4. Is the school library an important part of the school? Why, or why not?
5. Over 90 percent of the seniors said on the questionnaire that librarians were willing to help students find materials. Fewer seniors believed that librarians were willing to recommend materials for recreational reading. Do you agree with these findings? Why or why not?
6. Are audiovisual resources available to students for recreational or personal use? If not, why do you think this is so?
7. Thirty-seven percent of the seniors responded on the questionnaire that they did not believe students had access to enough duplicate copies of needed books. Do you find this to be an accurate assessment?
8. How could the library improve its public relations?
9. What does your librarian do, or how does he/she act, that makes you believe he/she is willing to help students?
10. Are you and/or students in your school taught to locate and use materials and to operate audiovisual equipment?
11. Would it be helpful to students if the library were open in the evening and on Saturdays?
12. Do teachers in your school make good use of the library? Do they recommend materials? Do they encourage students to use the library? Do teachers schedule the library so the entire class

can work there?

13. Does the librarian in your school usually know what students are studying in the classroom?

14. Do you feel your library is up-to-date in its collection of materials?

15. Do you think paperbacks are (or should be) an important part of the school library collection?

16. What do you remember especially about your elementary or junior high school libraries?

17. How could school libraries better serve seniors?

APPENDIX 3

LETTERS AND ABSTRACT SENT TO PRINCIPALS

School of Librarianship
Western Michigan University
Kalamazoo, Michigan 49001
October 4, 1973

Dear (Principal),

As part of a requirement toward the doctoral degree from The University of Michigan, I am planning to research student perceptions of the accessibility of school library media resources. This letter is a request for your school's participation in this research study.

Throughout my entire professional career as school librarian, state supervisor of school libraries, and now university professor, I have held to a firm belief that school libraries are important to students involved in the teaching-learning process. During these past few years, I have viewed with great satisfaction the increased numbers of materials being purchased for school libraries, of professional and clerical staff being added for the school library program, and of the modern media facilities being built. But now I have a question. Why do students not make full and complete use of school libraries? Most user studies indicate that they do not.

There could be several reasons why students do not make the most complete use of school libraries, or media centers. I have selected accessibility as one variable to study in investigating this puzzling phenomenon. Enclosed with this letter is an abstract of my research proposal which will more specifically describe the definitions and characteristics of accessibility being investigated.

The study, as you will note in the proposal, will involve six hundred high school seniors in twenty-six Southwestern Michigan public high schools accredited by the North Central Association of Colleges and Secondary Schools. If you are willing to have a small sample of seniors participate, I, or an assistant will personally survey them by questionnaire in the school in the late fall or early winter. The entire time for participation would not exceed one hour of students' time. No faculty or staff responsibility will be necessary.

The entire research investigation will be valuable to the North Central Association as it continues to provide guidelines for the development of quality secondary school programs. The study will also be helpful to Western Michigan University curriculum developers in the improvement of preservice education for librarianship and teacher education students.

Schools and students will not be identified in the final report; however, publications of a general nature will be prepared from the findings. Any principal wishing an individual report may have it upon request.

If your response to this request is affirmative, I will telephone you to complete plans for collecting data in your school. We would want to discuss arrangements for selecting the sample, set the date and time for administration of the questionnaire and discuss any questions that you might have.

I do thank you for your time, and I will appreciate your cooperation with the planned research study.

Cordially,

Marilyn L. Miller
Associate Professor

Abstract of a Dissertation Proposal

Miller, Marilyn Lea. Student Access to School Library Resources
As Viewed by High School Seniors in Southwestern Michigan
Schools Accredited by the North Central Association of
Colleges and Schools

This proposed study deals with an investigation of the status of nine aspects of student access to school library resources as perceived by high school seniors in Southwestern Michigan. Eight of the aspects are explicity listed and described in the 1969 Standards for School Media Programs: (1) availability of resources; (2) availability of staff; (3) availability of library media center facilities through regular and extended hours of service; (4) flexibility and ease of circulation and loan policies; (5) availability of media center facilities through their location, design, and arrangement; (6) availability of interfacility loans; (7) availability of newer technology for the projection of resources; and (8) availability of flexible or open scheduling during the school day. Since this proposal defines part of the concept of accessibility as ease of use and arrangements to make resources available, a ninth aspect of accessibility will be added to the eight listed above. The ninth characteristic, implicit in the standards will be faculty and library media center staff planning for the use of resources.

The study will be limited to seniors of public high schools in seven counties in Southwestern Michigan. Only high schools accredited by the North Central Association of Colleges and Schools in the school year 1972-73 will be included in the study.

The study will be conducted in two phases. For Phase I, 600 high school seniors representing small, medium, and large schools will be randomly selected from the more than 7,000 seniors in 55 accredited public high schools in the counties of Allegan, Berrien, Calhoun, Kalamazoo, Kent, Ottawa, and Van Buren. Opinions will be sought from the 600 subjects through a questionnaire designed by the researcher.

Phase II will consist of taped group interviews with 60 of the original 600 seniors. Twelve schools will be randomly selected from the 25 schools which participated in Phase I. The 25 schools will be stratified by size so small, medium, and large schools will have equal representation for the interviews. In the group interviews, the investigator will seek to clarify, explore, and develop rationale for the opinions expressed in the findings of the Phase I survey.

The findings of the opinion survey and the summaries of the interviews will be presented in narrative, tabular, and such other forms as may seem most desirable to achieve the stated objectives of the research.

School of Librarianship
Western Michigan University
Kalamazoo, Michigan 49001
October 4, 1973

Dear (Principal),

As part of a requirement toward the doctoral degree from the University of Michigan, I am planning to research student perceptions of the accessibility of school library media resources. This letter is a request for your school's participation in this research study.

Throughout my entire professional career as school librarian, state supervisor of school libraries, and now university professor, I have held to a firm belief that school libraries are important to students involved in the teaching-learning process. During these past few years, I have viewed with great satisfaction the increased numbers of materials being purchased for school libraries, of professional and clerical staff being added for the school library program, and of the modern media facilities being built. But now I have a question. Why do students not make full and complete use of school libraries? Most user studies indicate that they do not.

There could be several reasons why students do not make the most complete use of school libraries, or media centers. I have selected accessibility as one variable to study in investigating this puzzling phenomenon. Enclosed with this letter is an abstract of my research proposal which will more specifically describe the definitions and characteristics of accessibility being investigated.

The study, as you will note in the proposal, will involve six hundred high school seniors in twenty-five Southwestern Michigan public schools accredited by the North Central Association of Colleges and Secondary Schools. If you are willing to have a small sample of seniors participate, I, or an assistant will personally survey them by questionnaire in the school in the late fall or early winter. In late winter or early spring, a very small group of the original sample will be asked to participate in a group interview for purposes of discussing the overall findings of the questionnaire survey. I will conduct the interview. Both phases should take no more than two hours of students' time, and no faculty or staff responsibility will be necessary.

The entire research investigation will be valuable to the North Central Association as it continues to provide guidelines for the development of quality secondary school programs. The study will also be helpful to Western Michigan University curriculum developers in the improvement of preservice education for librarianship and teacher education students.

Schools and students will not be identified in the final report; however, publications of a general nature will be prepared from the findings. Any principal wishing an individual report may have it upon request.

If your response to this request is affirmative, I will telephone you to complete plans for collecting data in your school. We would want to discuss arrangements for selecting the sample, set the date and time for administration of the questionnaire and discuss any questions that you might have.

I do thank you for your time, and I will appreciate your cooperation with the planned research study.

Cordially,

Marilyn L. Miller
Associate Professor

Abstract of a Dissertation Proposal

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As Viewed by High School Seniors in Southwestern Michigan
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This proposed study deals with an investigation of the status of nine aspects of student access to school library resources as perceived by high school seniors in Southwestern Michigan. Eight of the aspects are explicity listed and described in the 1969 Standards for School Media Programs: (1) availability of resources; (2) availability of staff; (3) availability of library media center facilities through regular and extended hours of service; (4) flexibility and ease of circulation and loan policies; (5) availability of media center facilities through their location, design, and arrangement; (6) availability of interfaciltiy loans; (7) availability of newer technology for the projection of resources; and (8) availability of flexible or open scheduling during the school day. Since this proposal defines part of the concept of accessibility as ease of use and arrangements to make resources available, a ninth aspect of accessibility will be added to the eight listed above. The ninth characteristic, implicit in the standards will be faculty and library media center staff planning for the use of resources.

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Phase II will consist of taped group interviews with 60 of the original 600 seniors. Twelve schools will be randomly selected from the 25 schools which participated in Phase I. The 25 schools will be stratified by size so small, medium, and large schools will have equal representation for the interviews. In the group interviews, the investigator will seek to clarify, explore, and develop rationale for the opinions expressed in the findings of the Phase I survey.

The findings of the opinion survey and the summaries of the interviews will be presented in narrative, tabular, and such other forms as may seem most desirable to achieve the stated objectives of the research.

APPENDIX 4

LETTER TO PRINCIPALS FROM CHAIRMAN, MICHIGAN STATE COMMITTEE, NORTH CENTRAL ASSOCIATION OF COLLEGES AND SCHOOLS

NORTH CENTRAL ASSOCIATION OF COLLEGES
AND SECONDARY SCHOOLS

COMMISSION ON SECONDARY SCHOOLS

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CHICAGO, ILLINOIS 60615

MICHIGAN ADVISORY COMMITTEE

JOHN HOUGHTON, SUPERINTENDENT
FERNDALE PUBLIC SCHOOLS
HENRY SHERRY, PRINCIPAL
OWINN HIGH SCHOOL

Dear (Principal),

I am sure that you are well aware that those of us at the University of Michigan direct a sizable number of doctoral dissertations in the field of education each year. While it is always tempting to employ the aegis of the North Central Association in soliciting your cooperation in these studies, this is something which we resist as much as possible. I am writing at this time, however, to ask that you cooperate with a doctoral student in Library Science who is pursuing a topic which is of special interest to us in the NCA.

Miss Marilyn Miller, an advisee of Dr. Kenneth Vance, Associate Dean of our School of Library Science, proposes to make some evaluations of the accessibility of library materials in some of our Michigan NCA high schools. Frankly, the association is wondering about the amount of use that is given all of those library materials that we have been pushing our member schools to purchase in recent years. It is this question in a much more scholarly form, of course, which Miss Miller will pursue in her study.

I do hope that you will see your way clear to give Miss Miller your cooperation. Let me assure you that her findings will in no way affect your accredited status in the NCA. Your school will not be identified in the completed dissertation.

Best wishes for a successful school year.

Sincerely yours,

G. Sutherland Hayden

APPENDIX 5

THANK YOU LETTERS TO PRINCIPALS

School of Librarianship
Western Michigan University
Kalamazoo, Michigan 49001
November 18, 1973

Dear (Principal),

I deeply appreciate your willingness to have your school participate in my study of the accessibility of library resources in Southwestern Michigan high schools. _______ was most cooperative and most efficient and, best of all, the students were responsive and cooperative. All in all, it was a pleasant experience for me. If I can ever do anything of a professional nature for the high school, please call upon me.

I hope to send my data to the computer center at WMU for processing sometime in January. I will send a summary of responses as soon as I can after that, and later on I will send a complete set of the charts which will show the responses from all 600 seniors.

Cordially,

Marilyn L. Miller
Associate Professor

School of Librarianship
Western Michigan University
Kalamazoo, Michigan 49001
November 18, 1973

Dear (Principal),

I deeply appreciate your willingness to have your school participate in my study of the accessibility of library resources in Southwestern Michigan high schools. ________ was most cooperative and most efficient, and best of all, the students were responsive and congenial. I came away with a list of the names of students who participated, and I will be contacting you again in the late winter to make arrangements for a very few of them to be involved in Phase Two, the group interview.

I hope to send my data to the computer center at WMU for processing sometime in January. I will send a summary of responses as soon as I can after that and later on I will send a complete set of the charts which will show the responses from all 600 seniors.

Thank you again. If I can ever be of service to the school, or the district, in a professional capacity, please call upon me.

Cordially,

Marilyn L. Miller
Associate Professor

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